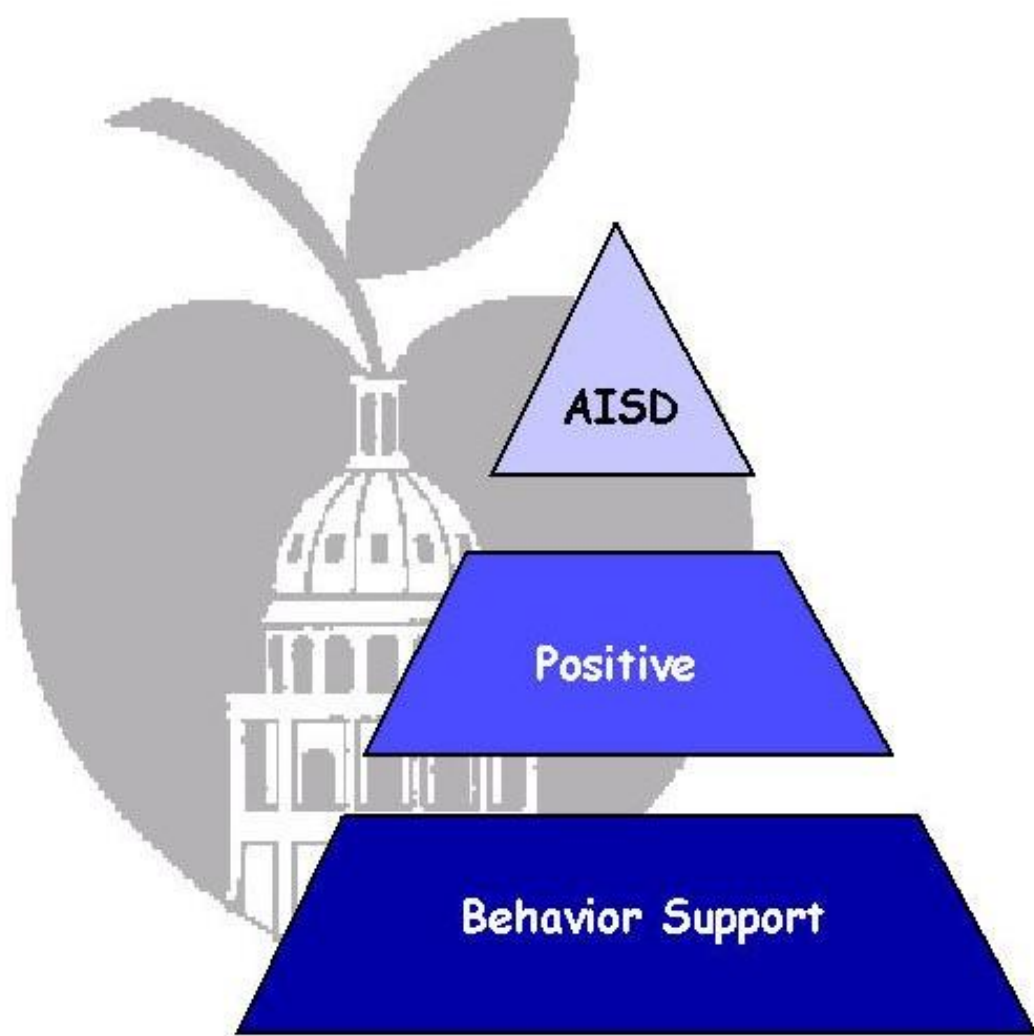


POSITIVE BEHAVIOR SUPPORT EVALUATION, 2007–2008



Austin Independent School District
Department of Program Evaluation

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EXECUTIVE SUMMARY

Positive Behavior Support (PBS) has been implemented in the Austin Independent School District (AISD) since the 2004–2005 school year. The AISD PBS model is based on national models that use behavior support systems at the universal, targeted, and intensive levels of intervention to promote pro-social behaviors, to reduce chronic disruptive and destructive behaviors among students, and to meet the needs of children with significant behavior challenges (Sugai et al., 2001). Over the last 4 years, PBS efforts in the district have steadily grown in scope and scale; as of 2008, 64 AISD campuses were implementing PBS. The 4-member district PBS team has expanded to include 15 PBS specialists and a PBS coordinator. The current AISD PBS model extends the previous district efforts, which were focused mainly on the universal level of support. With this increased capacity, the district team's efforts this past year have focused on developing a PBS program model that can successfully address campus needs at all three levels of intervention. The 2007–2008 PBS report provides a progress summary of PBS at AISD for the last 4 years and summarizes the current district efforts to bring PBS to full-scale implementation.

PRELIMINARY RESULTS

- Investigations indicated that schools implementing PBS showed a greater improvement in student climate than did schools without PBS.
- Analyses indicated that schools implementing PBS showed a continuing trend of fewer discipline referrals than schools without PBS across years.

The increased capacity of the AISD PBS staff, along with the newly developed assessment tools, provides an opportunity to capture detailed information about the status and success of PBS at AISD. In order to maximize this potential, it is important to recognize and carry out a few key recommendations for implementation and evaluation. Towards this end, this report also summarizes Department of Program Evaluation (DPE) staff efforts from this past year for designing data collection and monitoring tools to guide and track PBS implementation at the campus and district level.

RECOMMENDATIONS FOR IMPLEMENTATION

The district team should continue development efforts initiated this past year to ensure continuous improvement of the AISD PBS model. This should include reviews of implementation data every quarter to assess success and challenges, refresher trainings to revisit components and processes of the current model, and training to increase the capacity of district coaches to conduct campus training about the various PBS resources.

The district team began modifying the structure and content of district-wide training to be provided to campuses in 2007-2008. The team should consult campus implementation data

provided by the Campus Assessment and Planning Tool (CAPT) and Benchmark Tool to structure training sessions so these sessions are more effective and relevant to campus implementation needs.

RECOMMENDATIONS FOR EVALUATION

For 2007-2008, external coaches will receive quarterly campus reports that contain progress data in each area of PBS implementation, as well as campus needs identified via the CAPT and the training evaluation assessment. DPE staff should develop training content that facilitates understanding of these campus reports and develop training protocols for district and campus PBS teams.

Preliminary investigations about the effects of PBS that were included in this report were limited in part by the lack of implementation data. These analyses need to be revisited and expanded to determine the progress and fidelity of PBS implementation district wide.

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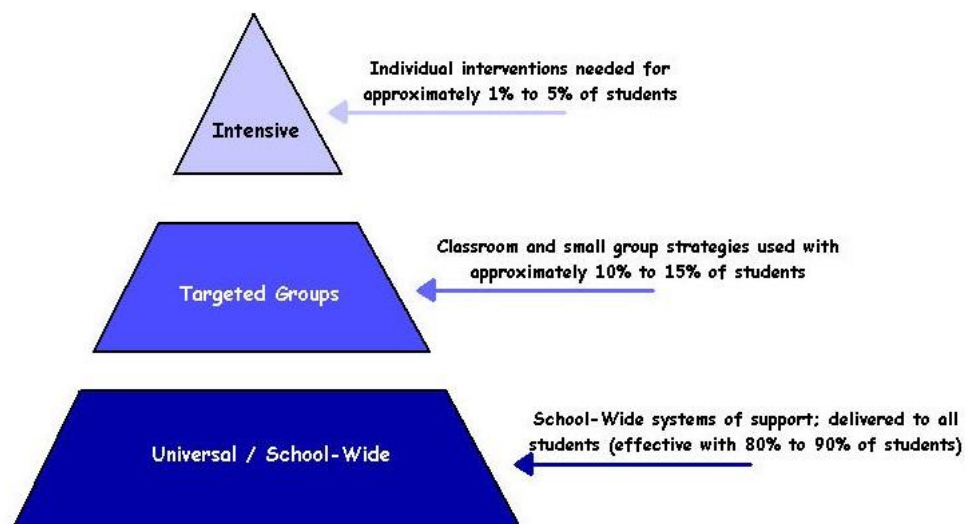
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INTRODUCTION TO POSITIVE BEHAVIOR SUPPORT

Positive Behavior Support (PBS) is a philosophical framework in which all educational decisions are made in order to produce a safe, civil, and productive learning environment, using a systems approach. The goal of PBS is to improve school climate through the development of systems and strategies that address individual student needs on every campus. The National Technical Assistance Center on Positive Behavioral Supports and Interventions characterizes PBS as a range of systemic and individualized strategies that are systematically offered to students and teachers, based on their demonstrated level of need (Sugai et al., 2001). Meeting the needs of all students and teachers requires a scope and intensity continuum ranging from providing positive support to address the least intensive behaviors of all students to providing supports needed to address the most intensive behaviors of a more limited number of students. The scope and intensity of supports are represented by the (a) universal, (b) targeted, and (c) intensive levels of PBS. The universal level of PBS forms the primary preventive component for all students and is expected to be effective with about 85% of the student body (Figure 1). The second level is the targeted level, which includes early intervention measures that are designed to meet the needs of students who do not respond to universal strategies (approximately 15% of students). The final intensive level of the PBS system includes interventions at the individual student level for the 1% to 5% of students who do not respond to either universal or targeted strategies.

Figure 1. Positive Behavior Support Levels of Intervention



Source. Department of Program Evaluation (DPE), adapted from Sugai et al. (2001)

UNIVERSAL-LEVEL BEST PRACTICES

The universal level of intervention addresses behavior supports in a wide range of school settings (e.g., classrooms, hallways, playground, cafeteria, and library) and is preventive in nature. The goal of universal support is to significantly reduce or eliminate as many problem behaviors as possible and to increase as many appropriate behaviors as possible, for as many students in the school as possible. A successful universal system has five components: (a) establishing and defining clear and consistent school-wide expectations, (b) teaching the school-wide expectations to students, (c) acknowledging students for demonstrating the expected behaviors, (d) developing a clear and consistent consequence system to respond to behavioral violations, and (e) using data to evaluate the impact of school-wide efforts.

The campus PBS team works with school staff to identify three to five positively stated behavioral expectations that are specific to the needs and culture within the school environment. These expectations are intended for use in all locations within the schools, and by all staff members in the building. The second critical practice is to teach the behavioral expectations to students. The broadly stated behavioral expectations should be defined further as specific observable behaviors for each location within the school. Effective teaching strategies include identifying the big ideas in a content area, making strategies conspicuous for learners, and providing repeated opportunities to practice and master the concepts (Kame'enui & Carnine, 1998). Each school should have a plan to provide initial instruction about the school-wide expectations. Additional instruction or booster sessions should be provided throughout the school year, based upon needs identified from the data. The prevention component also should include a positive reinforcement system for adults and students that is easy and efficient for all staff members to use. The fourth component of a universal PBS system is having a clear and consistent consequence system that identifies staff responses for behavioral infractions and indicates when and how staff members need to document behavioral issues. Information collected about each behavioral incident should include the date and time of the incident, the student's name and grade, the classroom teacher's name, the location of the incident, and the consequence given. The external coach, who is a staff member of the district PBS team, provides training to the campus team about how to collect, review, and analyze data to guide decision making about program effectiveness.

TARGETED- AND INTENSIVE-LEVEL BEST PRACTICES

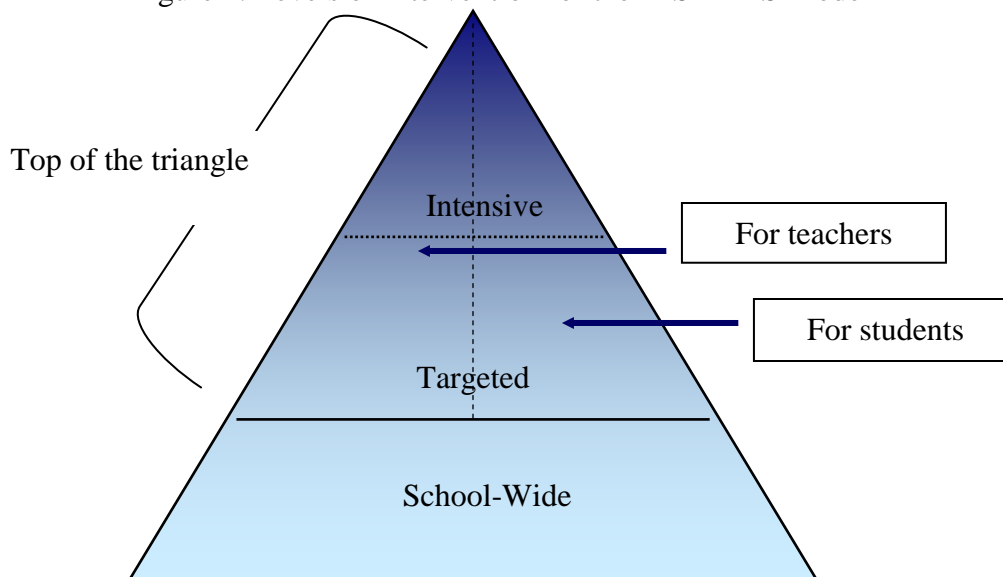
Efforts at the targeted and intensive levels of PBS are more focused and include interventions that offer more support than do those offered by the preventive, universal component. At AISD, the goal of the targeted and intensive levels of PBS are to reduce or eliminate problem behaviors by providing specific intervention modules for students or

teachers who are struggling with behavior issues in the classroom and to bolster existing behavior support resources present on AISD campuses. To address targeted and intensive interventions successfully, the district PBS team has developed the PBS Toolkit, which contains 43 prepackaged and in-house-developed resources to assist campus staff (Appendix A). The PBS Toolkit provides administrators, PBS campus teams, and campus staff with a compilation of resources that are easily accessible, ready to use, and evidence based. Campus teams and external coaches can identify suitable interventions from the PBS Toolkit, based on data review, to facilitate access to the toolkit interventions when other campus staff need to use a particular resource. PBS Toolkit resources include selected strategies for use with students, strategies for teachers to use in their classrooms, as well as information for campus staff to better understand what additional resources are available on campuses and in the community for targeted or intensive level of support. At the intensive level, the external coach also can provide support to students and teachers by conducting behavior observations in the classroom, providing data for campus IMPACT teams, and facilitating referrals to services with community providers.

At the targeted and intensive levels, external coaches support teachers in the classroom by providing effective classroom intervention and support based on the *Prevent, Teach, and Reinforce/Correct* continuum (Sprague & Walker, 2005). To implement prevention strategies, external coaches work with a teacher to review the ecological arrangement of the classroom; develop clear classroom expectations, rules, and routines; use active supervision; and train about strategies to model desired behavior, encourage peer modeling, and pre-correct for chronic behavior errors. Teaching strategies include delivering instruction to address different learning styles, increasing and supporting on-task behavior, and teaching replacement behaviors. Strategies to reinforce and correct behavior include using behavioral narration, using fluent redirection, and maintaining a minimum of a 4-to-1 ratio of positive to negative interactions.

As described, the AISD PBS model has assimilated the three traditional levels of universal, targeted, and intensive support into systems that address the universal level and the top of the triangle (Figure 2). *Top of the triangle* refers to support that addresses students in need of targeted intervention, as well as students with intensive needs. This level also includes strategies targeted toward teachers struggling with student behavior issues in the classroom, as well teachers who have students with intensive needs in their classrooms.

Figure 2. Levels of Intervention for the AISD PBS Model



AISD PBS PROCESSES

The first step to implement PBS successfully on a campus is to have at least 80% of staff willing to implement PBS procedures and a school administrator who actively supports PBS efforts (Sugai et al., 2005). In AISD, campus buy-in is secured through a readiness process conducted by the PBS coordinator. The readiness process begins with campus staff at the time the campus principal expresses an interest in implementing PBS in the subsequent year. The readiness process typically consists of two to three staff-wide sessions, during which the coordinator provides campus awareness training about PBS; discusses the preliminary needs and capacity of the campus; and establishes PBS systems (e.g., a representative PBS campus team). During this time, the coordinator also communicates the prerequisites for participating in the training and implementation activities and conducts a staff ballot to confirm staff buy in. A critical outcome of the readiness process is the Memorandum of Understanding, signed by the campus administrator and PBS coordinator, reflecting the principals' commitment to the PBS process, staff support for PBS implementation on campus, and the district team's commitment for providing district-level support and guidance (Appendix B).

PBS implementation is organized and implemented at the district and the campus level. The PBS district coordinator oversees day-to-day implementation of PBS activities and coordinates district-level planning and training efforts. A district PBS team consisting of PBS specialists (external coaches) provides on-campus support, including training and service delivery. External coaches have been an essential component of the PBS national model and are considered essential for ensuring program fidelity and success (Sugai et al., 2005). Each

external coach provides one-on-one time to four campuses, for a minimum of 4 hours weekly. At the campus level, a campus PBS team of four to eight individuals, including at least one administrator, organize, implement, and monitor PBS efforts. Participation in the team is voluntary and the team members work toward providing leadership for the school's PBS efforts (Horner, Sugai, & Lewis-Palmer, 2005). The team members assess school needs, develop and operationalize expectations, train staff to implement the strategies, and evaluate the effectiveness of efforts by regularly reviewing student data. To function effectively, team members take on specific roles (e.g., facilitator, team leader, recorder, timekeeper). A team member is also designated as an internal coach and is responsible for guiding the team and for disseminating information from district training to campus teams. Teams meet regularly (e.g., once every 2 weeks) at designated times to ensure adequate planning time.

Based on recommendations from the 2004–2005 AISD PBS evaluation report (Christian, McCracken, & De La Ronde, 2006), the district PBS team has adopted the train-the-trainer model to build campus capacity to implement and sustain PBS. The district team offers separate district-wide training for campus PBS teams and internal coaches twice a year. Training sessions are sequenced to introduce the logic of PBS, teach the core components of implementation, and enhance sustainability of the school's efforts by providing tools for measuring implementation integrity and effectiveness. Training typically occurs over a 3-year period. Training in the first year addresses the universal prevention component of PBS. Training in second and third years addresses implementation for top-of-the-triangle issues and is built on the foundation of the universal prevention system. The district training sessions for campus teams are intended to provide additional resources to supplement PBS implementation (e.g., providing strategies to promote team work and conflict resolution), whereas training sessions for internal coaches are more focused on specific strategies to implement PBS activities (e.g., training about active supervision in common areas). The internal coaches are then responsible for providing focused training and coaching support to the campus-based PBS teams at their own schools. The campus-based PBS teams, in turn, are responsible for ensuring campus staff understand and implement PBS practices.

Campus administrators have to secure funding to allow release time for campus teams and internal coaches to attend training. Ideally, schools should have a budget line item for funding PBS work. Although this may be difficult for some schools, having a specific budget allocation for PBS demonstrates a strong commitment to this work and can enhance sustainability over time (McKevitt & Braaksma, 2008; Sugai, Lewis-Palmer, Todd, & Horner, 2001).

PBS IMPLEMENTATION AT AISD

PBS was first introduced to AISD during the 2003–2004 school year and has expanded over the last 4 years in scale and scope of implementation. PBS was piloted in three middle schools in Spring 2004, and district implementation efforts formally began in 2004–2005. Collaborative efforts to support and sustain PBS in the district have been driven by the recognition of PBS as central to AISD’s goals regarding character education, school climate, and school safety. The relevance of PBS was further underscored when AISD applied, in 2007, for the Austin Community Collaboration to Enhance Student Success (ACCESS) grant¹, using PBS as a cornerstone for implementation. With the award of the ACCESS grant, the progress of PBS efforts exponentially increased in 2007–2008, resulting in (a) increased funding to support PBS implementation, (b) the increased capacity of the district PBS team, and (c) an increased number of campuses participating in PBS implementation.

DISTRICT FUNDING

Historically, PBS efforts were funded by contributions from (a) Title IV, a federal formula grant slated for activities associated with drug and violence prevention; (b) Title V, a federal formula grant slated for innovative programs; and (c) local funds (Table 1). Title IV and Title V monies were used to fund some external coach positions and to fund the Region XIII Education Service Center, which provided training and consultation to the PBS district staff and campus PBS teams until 2007. Beginning in 2005–2006, local funds were used for some external coach positions and supported release time for PBS team members to attend district training. In addition, all three funding sources contributed partial support toward an evaluation team, which conducted a district-wide evaluation of PBS in 2004–2005 and assisted the district team in the development and implementation of the campus-level assessments. At the start of the 2007–2008 school year, the district agreed to provide local funding to support the four existing positions that were previously funded by title funds, as well as to support four additional positions. Later in the year, the district received the ACCESS grant, which supported seven additional staff positions. Currently, PBS efforts in the district are primarily funded by the ACCESS grant (\$322,510), Title IV funds (\$ 71,498) and local funds (\$309,385), which together support the 15 member district team, a PBS coordinator, an administrative assistant, and an evaluator².

¹ ACCESS is an initiative funded by Safe Schools/Health Students (SS/HS) and supported by three federal agencies (e.g., the U.S. Departments of Education, Health and Human Services, and Justice).

² PBS funding amounts for 2007-2008 were obtained from AISD records of financial expenditures (IFAS), as of August 31, 2008.

DISTRICT STAFFING

A district PBS team was created in 2004–2005 to coordinate and support the implementation, training, and sustainability of PBS at the district and campus levels. The role of this team was to oversee multiple aspects of district PBS implementation, including training, coaching, evaluation, and dissemination of information. Initially, the district team consisted of three external coaches and a district PBS coordinator. External coaches received coaching, consultation, and technical support through a contract with the Region XIII Educational Service center during 2004–2007. The external coaches provided campus support and onsite technical assistance, as well as coordinated district-level training and information dissemination efforts.

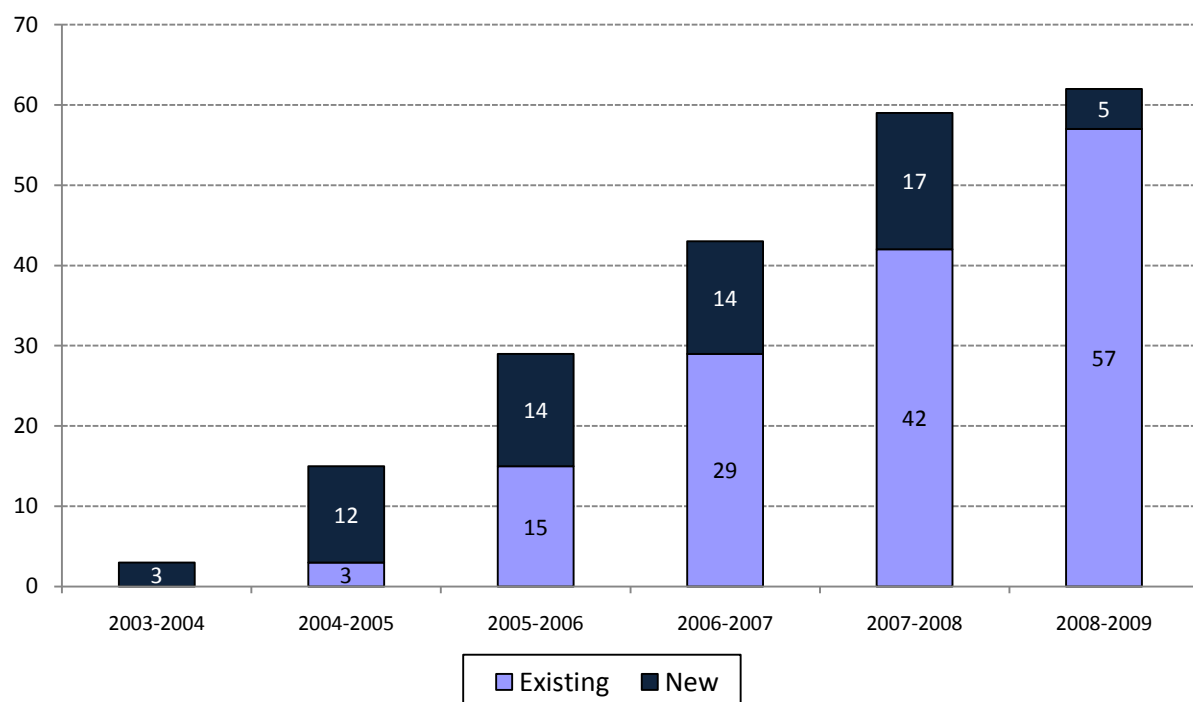
During the 2004–2005 academic year, each external coach was responsible for serving 5 or 6 schools. In subsequent years, each external coach was responsible for serving up to 15 schools. Overextension of their coaching capacity meant that schools were receiving a reduced level of support as more schools began implementing PBS. This made it difficult for the district team to introduce and support targeted and intensive interventions at campuses implementing PBS. One of the recommendations of the 2004–2005 report was to provide adequate coaching support to participating PBS schools by increasing the size of the district-level PBS support team (Christian et al., 2006). Beginning in 2007, the district increased funding for PBS to support 8 external coaches in addition to the PBS coordinator. This increased funding, supplemented with ACCESS funding, for 7 additional external coaches augmented the district team's capacity to 15 PBS external coaches and a full-time PBS coordinator. The increased staff capacity provided much needed resources for the district team to support an increasing cohort of campuses and also relieved the coordinator of coaching responsibilities and other district duties so the coordinator could concentrate on PBS coordination and management. Currently, 14 of the 15 coaching positions have been filled and the district team is in the process of completing their in-house training to train the new external coaches about PBS concepts, strategies, and evaluation.

PARTICIPATING CAMPUSES

During Spring 2004, PBS implementation began with three pilot schools in the district. Over subsequent years, PBS implementation has grown to its current capacity of 64 campuses. Currently, schools participate in the PBS process on a voluntary basis. Principals interested in implementing PBS on their campuses contact the PBS coordinator and begin the readiness process. Based on anecdotal data, campuses that are in crisis or have a need for additional behavior support typically have shown high levels of interest in implementing PBS.

The progression of campuses over the years (Figure 3) has helped AISD achieve the critical mass of PBS schools (30%-75% of schools in the district) required to realize district level implementation (Barrett, Bradshaw, & Lewis-Palmer, 2008). The complete list of schools and their years of implementation is available in Appendix C.

Figure 3. Number of AISD Schools Implementing PBS for the First Time, 2003–2004 Through 2008–2009



Source. AISD PBS program records, Department of Program Evaluation

Note. In 2007–2008, Porter MS closed. In 2008–2009, two campuses elected to no longer receive district support for their PBS efforts.

EFFECTS OF PBS IMPLEMENTATION AT AISD

PBS IMPLEMENTATION DATA

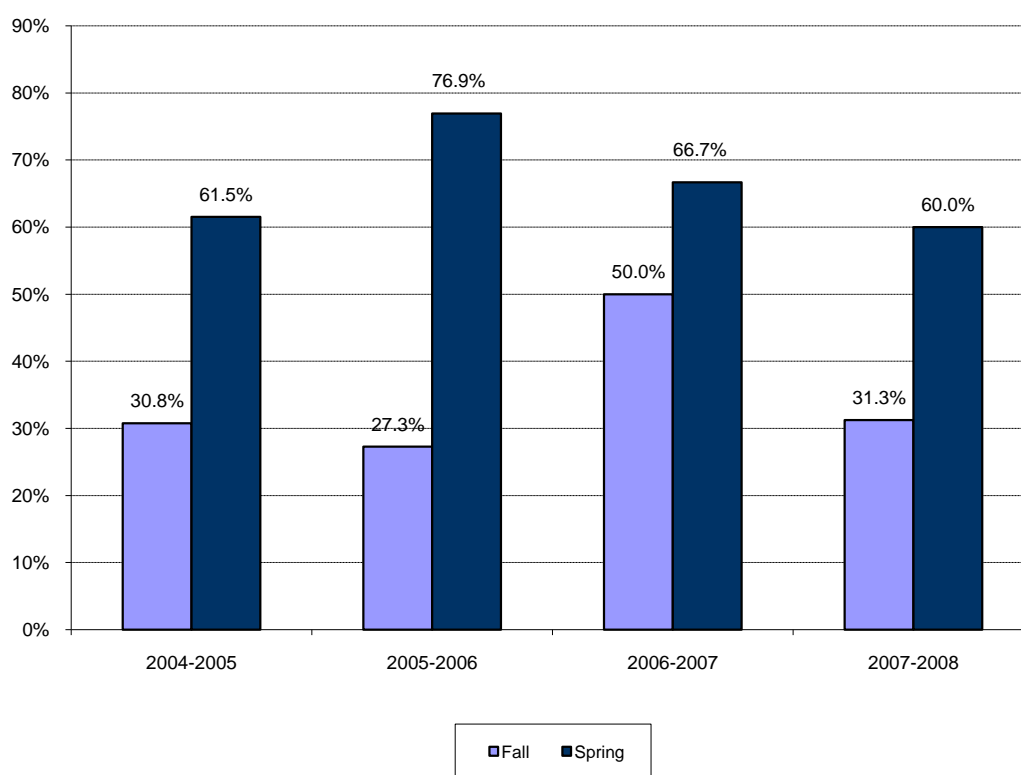
The 59 AISD schools implementing PBS for the first time in 2007–2008 were evaluated using the School-Wide Implementation Assessment (SWIA) (Appendix D), a modified version of the School-Wide Evaluation Tool (SET) developed at the University of Oregon (Sugai et al., 2001). The SWIA was developed to measure whether and how well school personnel implement practices and systems associated with school-wide behavior support. Based on the evidence, the level of implementation for each item is scored on a scale of zero to four (0 = *little to no implementation*, 4 = *nearly complete or full implementation*). The SWIA produces a summary score of ranging from zero to hundred percent and subscale scores for each of the following domains: (a) behavioral expectations defined, (b) behavioral expectations taught, (c) ongoing system for rewarding behavioral expectations, (d) system for responding to behavioral violations, (e) monitoring and decision making, (f) management, and (g) district-level support. The scores for each domain are calculated as the percentage of possible points for that domain and the overall SWIA score for each school is calculated as the average of the seven domain scores.

SWIA administration is a time- and effort-intensive process; thus, it was not possible for the previous district team of five external coaches to carry the workload of administering SWIAs for all campuses, in addition to their coaching responsibilities. In 2004–2005, DPE staff recommended collecting implementation data using an implementation rubric developed in house (Christian et al., 2006). However, staff did not have an opportunity to validate this assessment in subsequent years due to the lack of regular data collection and evaluation resources. Until 2007–2008, the district PBS team completed fall and spring SWIAs for each campus during its first year of implementation only. Campuses that implemented PBS for more than a year received an end-of-year activities summary report from their external coach. Currently, the only existing data regarding PBS implementation are campuses' first year SWIA scores, which were used to examine whether schools were implementing PBS with fidelity during their first year.

Evidence for successful PBS implementation was estimated using the fidelity criterion applied for the SET. A school meets the criterion for implementing PBS with fidelity when the SWIA results indicate a summary score equal to or greater than 80% and an *expectations taught* subscale of equal to or greater than 80% (Sprague & Golly, 2004). Thirty-nine percent of PBS campuses (21 of the 54 schools at which the SWIA was administered in the spring of their implementation year) had a summary score and *expectations taught* subscale score of 80% or higher at the end of the first year of implementation. Furthermore, SWIA results

indicated the percentage of schools having 80% or greater summary SWIA scores increased from fall to spring across years (Figure 4). This was expected because schools were still getting familiar with the PBS process in the fall, and by spring were beginning to implement components of school-wide PBS. Therefore, results from the SWIA administration yielded a promising trend, although currently no data are available to examine how implementation for these schools has progressed over the years.

Figure 4. Campuses with Summary SWIA Scores 80% or higher, 2003–2004 Through 2007–2008



Source. Positive Behavior Support School-Wide Implementation Assessment, Department of Program Evaluation, 2004-2008

Note. Six schools were not included in the spring SWIA analysis. SWIAs were not completed for Becker, Garcia, Johnston, International, and Reagan, and the SWIA for Lucy Read was not completed in time for this report. Dobie and Kealing did not have SWIA scores in the fall.

PBS OUTCOMES DATA

Successful implementation of PBS has been found to have maximum benefits on student discipline problems and overall school climate, resulting in improved academic performance (Luiselli, Putnam, Handler, & Feinberg, 2005). Due to a lack of timely

implementation data for all campuses, it was not possible to thoroughly investigate the effects of PBS on intended outcomes of student climate and behavior. Analyses in this report were therefore limited to exploring the potential relationship of PBS to anticipated student outcomes, based on 1st-year implementation data.

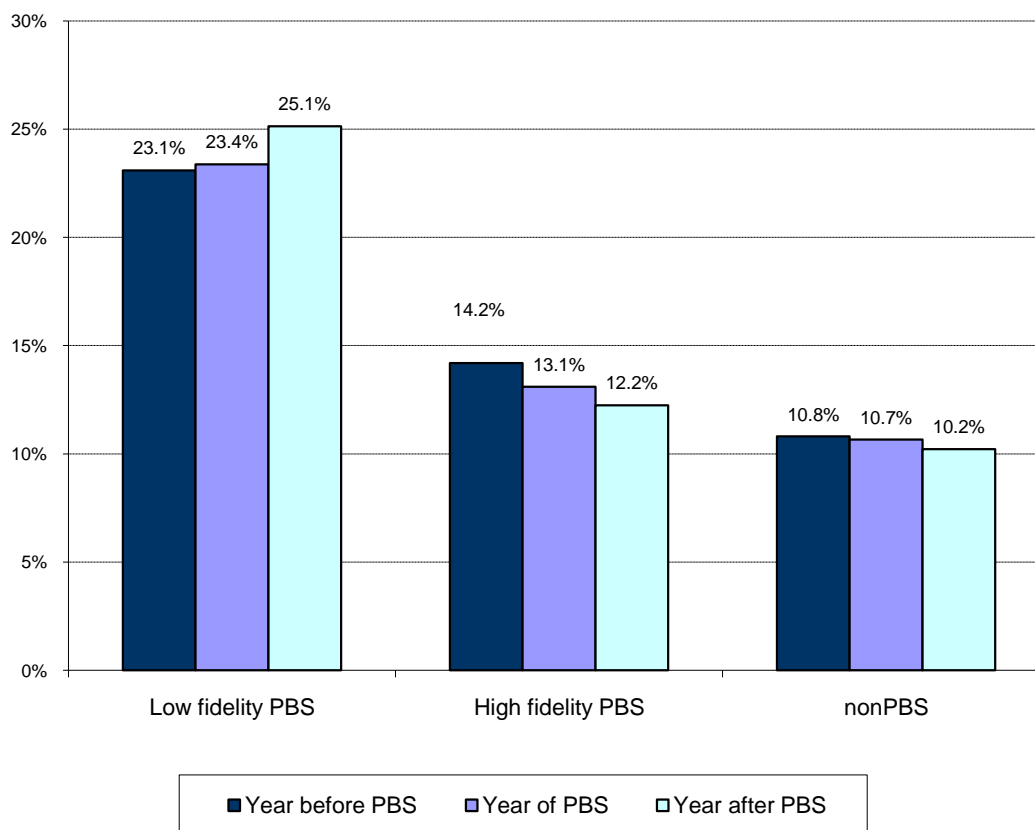
Preliminary Investigations of PBS Influence on Discipline

AISD discipline records were used to examine the overall school discipline issues. The database consists of student offenses that campus staff are required to report (i.e., those that result in a removal or suspension, as well as disciplinary offenses that result in an office referral but not a removal from the campus; for the purpose of this analysis, we selected only discipline incidents that resulted in removals and suspensions, including in-school suspensions).

To investigate whether PBS implementation did in fact influence discipline rates, we compared discipline referral rates for schools implementing PBS with high fidelity (as indicated by a summary SWIA score of 80% or higher) with those schools implementing PBS with low fidelity (as indicated by a summary SWIA score lower than 80%). To examine the trends for every school, we selected discipline data for the year before the school implemented PBS, the year of PBS implementation, and the year after the school had implemented PBS. This analysis included only those schools that began PBS by 2006–2007 ($n = 42$) because schools starting PBS in 2007–2008 did not have the three data points required for this analysis.

Discipline referrals for high-fidelity schools showed a decline in the percentage of students referred across the years (Figure 5). Student referrals decreased by 1.1 percentage points in the year PBS was implemented, compared with the previous year. This trend continued in the year after implementation, when student referrals reduced by 0.9 percentage points, compared with the previous year. In comparison, low-fidelity schools showed a gradual increase in discipline referrals over the years (0.1 percentage points and 0.5 percentage points, respectively). These results indicated that good PBS implementation in the first year is related to improving student behavior over time.

Figure 5. Students with Discipline Offenses, by PBS Implementation Level



Source. 2003-2007 AISD Discipline records, July 2008, Department of Program Evaluation. Positive Behavior Support School-Wide Implementation Assessment, Department of Program Evaluation, 2004-2008.

Note. The group of non-PBS campuses includes a rolling number of campuses for each implementation year.

Preliminary Investigations of PBS Influence on Student Climate

To examine the effects of PBS on school climate, we used indicators from the AISD Student Climate Survey, a district-wide survey of 3rd- through 11th-grade students. Specifically, 11 of the 41 items are indicators of school climate as it relates to PBS from a conceptual standpoint. For this analysis, we used climate survey data from 2006–2007 and 2007–2008 because the Student Climate Survey was revised in 2006. To analyze the relationship between PBS and behavioral climate, we first compared the mean score of the positive behavior climate items for PBS campuses and non-PBS campuses (Table 1). Results indicated the mean total score for these items improved from 2006–2007 to 2007–2008 for both PBS and non-PBS schools. This gain in scores mirrored overall climate trends whereby students' responses to the climate survey for 2007–2008 were generally more favorable than for the previous year (Cornetto & Schmitt, 2007). Even though improved climate was a result seen district wide,

PBS schools' scores improved from their previous positive behavior climate scores significantly more than did non-PBS schools, indicating PBS implementation was associated with improving school positive behavior climate. This link will be investigated further in subsequent years when current implementation data for all schools will be available.

Table 1. Positive Behavior Climate for PBS and Non-PBS Schools

Positive behavior climate item	PBS schools		Non-PBS schools	
	2006– 2007	2007– 2008	2006– 2007	2007– 2008
Everyone knows what the school rules are.	3.13	3.16	3.06	3.10
The school rules are fair.	3.00	3.04	3.03	3.10
The consequences for breaking school rules are the same for everyone.	3.17	3.21	3.12	3.15
My teachers always make sure that the students follow the rules.	3.50	3.52	3.43	3.45
My classmates know there are consequences for breaking the rules.	3.41	3.41	3.38	3.40
Students at my school follow the rules.	2.57	2.61	2.68	2.71
I feel safe at my school.	3.16	3.22	3.30	3.32
This school is clean.	3.06	3.12	3.04	3.09
I feel safe on school property.	3.17	3.23	3.29	3.31
Teachers give rewards or praise for good behavior.	2.96	2.95	2.82	2.86
Teachers give rewards or praise for good work.	2.94	3.43	2.83	3.22
Mean	3.09	3.19	3.09	3.16

Source: 2006-2007 and 2007-2008 Student Climate Surveys, Department of Program Evaluation

Note. Mean scores were significantly different ($p < .05$ level) between the 2 years for PBS and non-PBS schools. Mean scores were also significantly different ($p < .05$ level) between PBS and non-PBS schools in 2007–2008.

Summary of Results

Preliminary investigations revealed some promising results in terms of the relationship between PBS and school climate and between PBS and student behavior. Schools implementing PBS showed a greater magnitude of improvement in student climate and behavior when compared with non-PBS schools. Furthermore, initial criterion-level implementation of PBS was related to student behavior and climate. Because the analyses were restricted to first year implementation data, it was not possible to investigate a causal or longitudinal relationship between PBS implementation and student behavior and climate. Also, current data were insufficient to examine whether schools that met the implementation criterion in the first year continued to implement PBS to criterion in subsequent years. Data being collected during 2008–2009 will facilitate further investigation of these trends in upcoming years.

CURRENT EFFORTS TO BUILD THE AISD PBS MODEL TO FULL CAPACITY

To fully use the increased capacity of PBS, the AISD district team collaborated with DPE staff to refine and expand current AISD PBS practices and processes. The first steps in this planning process were to outline, define, and develop a comprehensive program logic model that could be used to guide program design, implementation, and evaluation. The 2003–2004 version of the logic model was used as a starting point to develop the detailed AISD PBS program logic model. As part of this process, DPE staff worked closely with the PBS coordinator and external coaches to clarify program strategy, to identify how different components of the AISD PBS model work together, and to identify desired outcomes. The AISD PBS program logic model describes the linkages among AISD PBS resources, process steps (activities and outputs), and outcomes (Appendix E).

INPUT FOR THE PBS LOGIC MODEL

Logic model input refers to the resources and supports that are invested to execute PBS efforts. Primary input from the district consists of financial resources to support the district PBS team with implementation efforts. Over the years, the district has supported the growing infrastructure of the district PBS team through increased local funding. External coaches, previously supported via title funds, are now funded through local funds. In addition, the district increased funding to support additional coaching positions to meet demands of an increasing cohort of campuses. This support allows the PBS district team to dedicate individual coaching time for each campus and to provide district training sessions twice a year. Also, district leadership and the PBS district team have made efforts to actively recruit more AISD campuses. District leadership has made it a priority that all AISD campuses be active participants in the PBS process, as evidenced by the AISD's District Strategic Plan, which includes the vision statement that "Positive Behavior Support will be regularly applied in all classrooms by 2010" (AISD, 2007, p.4). Toward this end, the PBS coordinator has been invited to share information about PBS at several district-wide meetings with principals and other district stakeholders and is involved in district leadership committees (e.g., the middle-level education planning strategy task force). The PBS coordinator also regularly updates the associate superintendent for Student Support Services about PBS activities and status and conducts awareness presentations at campuses where administrators have indicated an interest in learning about PBS.

PROCESS STEPS FOR THE PBS LOGIC MODEL

Process steps consist of both activities conducted to implement PBS at a campus and outputs that are the products of the conducted activities and services. Four outputs were considered to be core elements of the AISD PBS model and were common across all three

levels of intervention (Table 2). The district team conducted an inventory of existing training modules and resources to make adjustments and identify what was needed to successfully address each of the four core elements. As a result, the district team developed a list of activities to address PBS at each level of intervention.

Table 2. AISD PBS Logic Model Process Steps

Core element	Activity	PBS level
Campus personnel are trained	Develop campus capacity to use universal level resources	Universal
	Develop campus capacity to use targeted level resources	Targeted
	Develop campus capacity to identify students/classrooms in need of targeted level of support	
	Develop campus capacity to use intensive level resources	Intensive
	Develop campus capacity to identify students/classrooms in need of intensive level of support	
Systems to facilitate access to referrals and resources are developed	Develop the PBS Toolkit	All
	Disseminate information about universal level resources in the PBS Toolkit	Universal
	Disseminate information about targeted level resources in the PBS Toolkit	Targeted
	Develop systems and criteria for identifying students with persistent misbehaviors	
	Identify informal and formalized behavior supports and/or targeted programs on campus that may be relevant for students in need	
	Disseminate information about intensive level resources in the PBS Toolkit	Intensive
	Facilitate staff knowledge/awareness about referrals to on-campus resources	
	Facilitate staff knowledge/awareness about referrals to external agencies	
Data are used to implement, monitor, and share information	Build systems to collect, analyze, and prioritize data at each campus	All
	Develop capacity of campus teams to collect, analyze, and review data for guiding implementation	
	Develop data collection systems for monitoring targeted interventions in every required classroom	Targeted
	Develop data collection systems for monitoring intensive interventions in every required classroom	Intensive

Source. AISD PBS Logic Model, Department of Program Evaluation

Note: Table continues on next page.

Table 2 (Continued). AISD PBS Logic Model Process Steps

Output	Activity	PBS level
Behavior support systems are established	Establish a campus PBS team that is sufficiently trained and has clearly defined roles	All
	Ensure the campus PBS team meets and updates campus staff regularly	
	Provide a minimum of 4 hours of on-campus support by the district team every week	
	Establish and sustain guidelines for success, behavioral expectations, and systems for addressing expected and unexpected behaviors	Universal
	Develop procedures for handling emergencies at each campus	
	Develop classroom expectations from guidelines for success	
	Promote safe, civil, and productive classrooms	Targeted
	Develop procedures for monitoring and providing feedback about classroom management	
	Develop procedures for supporting teachers in need of targeted classroom intervention	
	Gather information about or monitor students in need of intensive level intervention	Intensive
	Support teachers who have students with intensive needs in their classroom	

Source. AISD PBS Logic Model, Department of Program Evaluation

OUTCOMES FOR THE PBS LOGIC MODEL

The desired outcomes for implementing PBS represent the universal, targeted, and intensive levels of PBS and encompass a range of short-term, medium-term, and long-term effects (Table 3). Short-term outcomes at the three levels typically refer to building district and campus capacity to implement PBS. Medium-term outcomes provide evidence that components of PBS are in place and are being implemented, and long-term outcomes address effects on staff and students as a result of PBS implementation.

Table 3. AISD PBS Logic Model Outcomes

Level of implementation		Outcome
Universal	Short-term outcome	District has the capacity to train, monitor, improve, and evaluate PBS activities at the universal level. Participating campuses have the capacity, resources, and protocols to implement the PBS model at the universal level.
	Medium-term outcome	Staff define and provide a consequence of interventions for problem behaviors. Staff define and provide adult and student reinforcement systems for positive behaviors.
	Long-term outcome	There is a change in reported student behavior (e.g., office discipline referrals, suspensions). School staff and students know, understand, and use PBS principles. Students achieve their academic potential. Participating schools demonstrate improved student attendance rates.
Targeted	Short-term outcome	Participating campuses have the capacity, resources, and protocols to implement the PBS model at the targeted level.
	Medium-term outcome	Campus staff use targeted-level resources provided by PBS staff.
	Long-term outcome	Suspensions and discipline referrals are reduced. There is a change in reported student behavior or teacher behavior for targeted classrooms. Classrooms at participating campuses are systematically managed.
Intensive	Short-term outcome	Campus staff have the capacity, resources, and protocols to implement the PBS model at the intensive level.
	Medium-term outcome	Data-driven protocols are used to address students and/or teachers in need of intensive intervention. Campus staff know the referral systems that exist on campus. Campus staff use intensive-level resources provided by PBS staff.
	Long-term outcome	Suspensions and discipline referrals are reduced.

Source. AISD PBS Logic Model, Department of Program Evaluation

APPLICATIONS OF THE AISD PBS LOGIC MODEL

PROGRAM DESIGN AND PLANNING

The district team used the process steps from the logic model (Table 4) to develop products and resources that would assist in implementing PBS on campuses. For example, among other products, the district team developed the PBS Toolkit, which consists of 43 evidence-based strategies, programs, and curricula that address various student and adult needs at the universal, targeted, and intensive levels. From this year onward, external coaches will train campus staff about the contents of the toolkit and will work with PBS teams and administrators to identify and administer specific toolkit interventions appropriate for each campus. In addition, the district team used the process steps to identify how training components and processes worked together and to establish timelines for implementation. The intent of doing this was to develop a 4-year timeline for model implementation. This proposed timeline is intended for use in forthcoming years to plan district-wide implementation and training, compare campus implementation status, and document district progress and planning (Appendix F).

PROGRAM IMPLEMENTATION

Program evaluation staff and the district team used the activities and outputs from the logic model to develop a set of tools to guide campus implementation through facilitation of data-based decision making and action planning for campus teams to guide their implementation (Appendix G). The Campus Assessment and Planning Tool (CAPT) is a comprehensive guide for campus teams to plan their implementation and evaluate their progress (Appendix H). The CAPT consists of an action planning section that outlines 16 components that must be addressed as part of the PBS process. The action planning section provides an organizational template for campus teams to document what they are currently working on as well as to plan their next steps. The CAPT also lists 46 items in the activities status section (adapted from Sugai, Horner, & Todd, 2003) that campus teams review every quarter to evaluate their progress. For each item, campus teams mark their progress status as well as priority for improvement. Overall, the CAPT provides campus teams with documentation about their implementation, an opportunity to self-monitor their development, and a resource for planning their next steps. Campus data collection tools (e.g., the Common Area Observation Form and the Classroom Observation [Short] Form) are used by external coaches and campus team members to evaluate the status of universal behavior support systems. Other campus tools (e.g., the Consultation Request Form and the Decision Tree) have been developed to help campus team members organize access to targeted- and intensive-level services.

PROGRAM EVALUATION

Sugai et al., (2005) recommended district-level monitoring of program implementation and outcomes, as well as district-wide dissemination of information. The AISD PBS logic model was used to design the annual formative and summative district-wide PBS evaluation. The formative evaluation focuses on assessing the fidelity of PBS implementation on campuses. An evaluation tool called the PBS Benchmark Tool was developed in 2007-2008 to assist this process (Appendix I). Items on the PBS Benchmark Tool were derived from the process steps of the logic model, and the measurement criteria were adapted from the AISD PBS Levels of Implementation Rubric created by DPE in 2004–2005 (Christian et al., 2006) and from the Benchmarks of Quality developed at the University of Florida (Kincaid, Childs, & George, 2005). The advantage of using the PBS Benchmark Tool over the rubric, the original Benchmarks of Quality tool, or the SWIA is that the items on the Benchmark Tool were developed with the AISD PBS activities in mind and therefore provide a more accurate and relevant measure of implementation fidelity. The PBS Benchmark Tool is completed by the external coach for each of his/her campuses, and results are summarized for campuses every quarter. The external coach rates each item on a range of categories from *no implementation* to *advanced implementation*. The external coach uses evidence from the CAPT, particularly the activities status section, to rate items. Therefore, data from the PBS Benchmark Tool represent campus teams' as well as external coaches' perceptions of the status of PBS implementation. Quarterly results from the PBS Benchmark Tool provide an opportunity for campuses to receive regular, objective feedback about their progress. Furthermore, because the CAPT and the PBS Benchmark Tool are derived from the same set of process steps, the PBS Benchmark Tool item scores should reflect the challenges and priorities identified by campus teams on the CAPT. Formative evaluation efforts also examine how the district PBS team address campus needs and plan their coordination and implementation activities. To assess district implementation, the District Assessment and Planning Tool (DAPT) has been developed using the logic model process steps. The DAPT is similar to the CAPT in its purpose and structure and is used by the district team to plan and evaluate district level PBS efforts.

DPE staff use information from instruments such as the CAPT, the DAPT, and the PBS Benchmark Tool to answer a series of formative evaluation questions such as “What training and technical assistance have been delivered campus wide and district wide as part of the implementation process?” These questions were modeled on the national evaluation template and allow comparison of AISD's PBS progress with a national sample. The formative

evaluation questions (Table 4) also inform some of the short-term and medium-term outcomes outlined in the PBS program logic model.

Table 4. Questions, Data Sources, and Outcomes for Formative Evaluation

Evaluation questions	Data source	Desired Outcome
Which schools are receiving implementation support?	<ul style="list-style-type: none"> • DAPT • District team meetings 	District has the capacity to train, monitor, improve, and evaluate PBS activities at the universal, targeted, and intensive levels.
What training and technical assistance were provided by the district PBS team this year?		
Have the training and technical assistance resulted in change in the behavior support practices used in schools?	<ul style="list-style-type: none"> • PBS Campus Benchmark Tool • CAPT 	Participating campuses have the capacity, resources, and protocols to implement the PBS model at the universal, targeted, and intensive levels.
	<ul style="list-style-type: none"> • PBS Campus Benchmark Tool • CAPT 	Staff define and provide a consequence of interventions for problem behaviors.
How did campuses use district training and other resources this year?	<ul style="list-style-type: none"> • PBS Campus Benchmark Tool • CAPT 	Staff define and provide adult and student reinforcement systems for positive behaviors.
	<ul style="list-style-type: none"> • PBS Campus Benchmark Tool • CAPT 	Campuses use targeted and intensive level resources provided by PBS staff.
	<ul style="list-style-type: none"> • PBS Campus Benchmark Tool • CAPT 	Data-driven protocols are used to address students and/or teachers in need of intensive intervention.
	<ul style="list-style-type: none"> • PBS Campus Benchmark Tool • CAPT 	Campuses know the referral systems that exist on campus.

Source. AISD PBS Logic Model, Department of Program Evaluation

Data from the PBS Benchmark Tool are used to identify campuses along four stages of implementation: advanced, intermediate, beginning, and no implementation. This information is used to thoroughly examine how PBS implementation influences a range of medium- and long-term outcomes (Table 5). The summative evaluation focuses on evaluating the change that occurs as a result of PBS and examines questions such as “Has there been a change in reported student problem behavior?” This and other questions designed for the summative evaluation were developed from the national PBIS evaluation template and allow comparison of AISD’s PBS progress with a national sample. The summative evaluation questions also inform some of the outcomes outlined in the PBS program logic model.

Table 5. Questions, Data Sources, and Outcomes for Summative Evaluation

Evaluation question	Data source	Desired Outcome
Have the training and technical assistance resulted in change in the behavior support practices used in schools?	PBS Campus Benchmark Tool	Participating campuses have the capacity, resources, and protocols to implement the PBS model at the universal, targeted, and intensive levels.
Has there been change in reported student problem behavior?	AISD discipline records	There is a change in reported student behavior (reduced office discipline referrals, reduced suspensions).
Has there been a change in student attendance?	AISD attendance records	There is improved student attendance rate at participating schools.
Has there been a change in student academic performance?	TAKS scores	Students achieve their academic potential.

CONCLUSIONS AND RECOMMENDATIONS

PBS efforts in AISD have progressed steadily over the last 4 years in terms of implementation scale and infrastructure. With increased staff capacity and support for the district PBS team, PBS implementation in AISD is poised to expand even more in scope and structure. Preliminary investigations of PBS effects indicate this growth will help further address student behavior support issues on campuses and contribute toward improving the overall school climate across a wider platform. A key means to maximize the potential of PBS to address student behavior support will be to focus on implementing PBS with fidelity. This is crucial because early investigations show that quality PBS implementation is related to better student behavior and school climate outcomes. The program development and planning work that was conducted in Summer 2008 will be used to outline a road map for quality PBS implementation. In addition, formative data from the AISD PBS process evaluation will inform next steps and progress for the district team.

RECOMMENDATIONS FOR IMPLEMENTATION

The AISD PBS model has evolved to its current version over the last 4 years. It is important that all of the external coaches are trained and familiar with the components and processes of the current model. To do this, the coordinator will need to organize professional development opportunities for the district team. In addition, the district team will need to develop a sufficient training capacity to ensure an adequate number of coaches are trained to conduct campus training about the various PBS resources (e.g., the toolkit items).

The district team is in the process of revising the district-wide training provided to campuses. These revised training sessions are intended to reflect the updated PBS model and to bring campuses up to speed with the changes to the original AISD model. Currently, the district-wide training sessions are conducted by implementation cohort, based on first year of implementation. These training sessions would be more effective and relevant if training were administered to campuses, based on their implementation needs. In the future, it will be possible to evaluate a campus's implementation need every quarter, based on its CAPT and Benchmark Tool data. Therefore, it is recommended that the district team align the existing training modules with the assessment content to develop a training outline.

RECOMMENDATIONS FOR EVALUATION

In the current evaluation design, external coaches receive quarterly campus reports that contain progress data in each area of PBS implementation, campus needs identified via the CAPT, and the training evaluation assessment. It is imperative that the coordinator and the external coaches refer to these progress reports to determine planning steps for campuses as well as for the district team. Doing this will ensure campuses receive support that is

meaningful and tailored to their specific needs and also will allow the district team to monitor the fidelity of PBS implementation district wide. The implementation data will be used in subsequent evaluations to assess the district-wide progress of PBS. Progress will be determined by calculating the difference in implementation scores across the quarters and by linking outcome measures of student discipline and PBS climate to campus implementation scores. In addition, implementation data will allow the opportunity for expanding some of the data analyses discussed in this report.

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APPENDIX A: AISD PBS TOOLKIT TABLE OF CONTENTS



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- **3 Minute Walkthrough**
 - *This process gives the facilitator an overview of an entire campus, or a specific classroom in terms of where classroom management concerns may be taking place. These concerns may derive from a collective class or a specific teacher.*
- **25 Minutes to Better Behavior**
 - *5 Minutes to Better Behavior is a "procedure that leads a team of four to six staff members through a sequence of seven steps resulting in a specific plan to solve any type of behavioral or motivational issue, ranging from absenteeism to disruptive behavior to work completion problems."*
- **ACCESS Grant Overview**
 - *The packet consists of a powerpoint presentation and a 3 page PDF hand out containing an overview of the ACCESS grant awarded to AISD by the Safe Schools/ Healthy Students' Grant Initiative. ACCESS stands for Austin Community Collaboration to Enhance Student Success. The ACCESS grant goals, activities and service delivery are described in the presentation and handouts.*
- **Active Supervision**
 - *Active supervision encompasses basic guidelines for adults to use while supervising students. The keys to active supervision are Protect, Connect, Expect, and Correct. Active Supervision is a "Multi element method of student behavior support and management." (Sprague, 2005)*
- **Behavior Narration**
 - *Behavioral narration provides teachers with a simple, yet highly effective, method of assisting students in meeting classroom expectations. Narration assists teachers in establishing and maintaining a three to one ratio of interactions by consciously focusing attention on students meeting expectations.*
- **Behavior Support Plan**
 - *BSP guides teachers and school staff in the assessment of behaviors, development of interventions, implementation of the intervention, monitoring the progress of the intervention.*
- **Bullying – Not in Our School**
 - *Bullying – Not in Our School assists schools to create/select and implement school-wide bullying prevention activities based on specific campus data*
- **CHAMPs**
 - *CHAMPs is a modular series of materials designed to help classroom teachers create proactive and positive environments.*
- **Check In / Check Out**
 - *Check In-Check Out is a system of tracking specific student compliance across daily schedule*
- **Classroom Observations (Long Form)**
 - *The classroom observation long form is designed to be a fair and consistent data collection tool for classroom observations, focusing on the ratio of positive to negative interactions and time on task.*
- **Community Resources**
 - *Community Resources is a reference guide for available external resources when school-wide interventions have been exhausted.*
- **Consensus Building**
 - *Consensus Building guides schools through the process that involves multiple parties with multiple interests cooperatively finding solutions that work for everyone; the essence of consensus centers on collaborative problem solving to find common ground and compromise.*
- **Consultation Request Form**
 - *The CRF will be used by faculty on a campus to request assistance for targeted/intensive level classrooms and students (non special education).*
- **Data Driven Decision Making**
 - *Data Driven Decision Making assists schools identify all data sources they must review and analyze on a consistent basis to affect positive change.*
- **Decision Tree**



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- *The Decision Tree is a guide for teachers and campus staff when seeking services and interventions for students with behavioral problems.*
- **Expect Respect**
 - *School-wide prevention strategies include training of school personnel on district policy concerning dating violence, sexual harassment and bullying; assessing school climate; and engaging students, teachers, and parents in school-wide prevention activities through Choose Respect, a primary prevention initiative developed by the Centers for Disease Control and Prevention.*
- **Framework for Understanding Poverty**
 - *The FUP presentation provides the participants the opportunity to discuss candidly, their thought and personal reflection about "poverty".*
- **Healthy an Safe Relationships Support Groups for At Risk Students**
 - *24-week support group curriculum for youth who have experienced violence in their homes or dating relationships. Support groups help students heal from past abuse, learn skills for healthy relationships, and prevent future victimization and perpetration.*
- **Improvement Cycle**
 - *The Improvement Cycle assists PBS teams to develop the skills required to carry out each step of the cycle. Campus teams lead campus staff through the cycle.*
- **LifeSkills**
 - *LifeSkills provides students with the knowledge and skills to "say no to tobacco, alcohol, and other drugs; develop a positive self-image; think clearly and make informed decisions; cope with pressure from the media; manage anxiety; communicate effectively; build healthy relationships; handle social situations; resist peer pressures." (LifeSkills Student Guide 1)*
- **Love and Logic**
 - *Love and Logic: 9 Essential Skills for the Love and Logic Classroom- low stress strategies to manage behavior in the classroom, 23 Quick and Easy Classroom Interventions-simple and easy to follow strategies to handle misbehavior in the classroom, Angry and Oppositional Students: Calming the Classrooms with Love and Logic-understanding difficult students and how to manage them.*
- **Managing Non-Compliance**
 - *Managing Non-Compliance is a process for working with students who engage in low-level non-compliance.*
- **Map of AISD Resources**
 - *Map of AISD Resources is a reference guide for available AISD resources*
- **Mentoring**
 - *Mentoring is an informative summary of the mentoring process for Austin schools.*
- **Peer Mediation**
 - *Peer Mediation provides a structure for when students have conflicts with each other. Their peers assist the involved parties in reaching peace and resolution through a mediation process. This process involves active listening on the part of all students involved. It results in a written agreement stating the terms of the resolution which both parties sign.*
- **Pre-Referral Intervention Manual**
 - *The Pre-Referral Intervention Manual provides a direct response to state mandated pre-referral intervention activities. It may be used by a teacher or a group of educators to develop a comprehensive plan of intervention strategies for a student. The manual is organized by types of behaviors and has an easy to use index.*
- **Readiness**
 - *Readiness is the pre-implementation stage of PBS. It ensures that a campus is prepared to fully implement PBS with 100% fidelity to the model and that at least 80% of the staff support the implementation.*
-



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on the part of all students involved. It results in a written agreement stating the terms of the resolution which both parties sign.

- **Pre-Referral Intervention Manual**
 - *The Pre-Referral Intervention Manual provides a direct response to state mandated pre-referral intervention activities. It may be used by a teacher or a group of educators to develop a comprehensive plan of intervention strategies for a student. The manual is organized by types of behaviors and has an easy to use index.*
- **Readiness**
 - *Readiness is the pre-implementation stage of PBS. It ensures that a campus is prepared to fully implement PBS with 100% fidelity to the model and that at least 80% of the staff support the implementation.*
- **Recovery (Cool Down)**
 - *Recovery provides students with a place to cool down and reflect on their behavior. There are essentially three locations for recovery: classroom, teacher-partner, and office (non-classroom setting). There are three levels of recovery: Contingent Observation, Exclusion, and Isolation/Seclusion.*
- **Results Meeting**
 - *The Results Meeting protocol provides guidelines to efficiently and effectively brainstorm solutions to campus issues. The process allows participants to address campus concerns and explore alternative solutions.*
- **Safe Teens Student Leadership Training**
 - *The SafeTeens Youth Leadership Training empowers youth to become role models and leaders in preventing dating violence, sexual harassment, and bullying.*
- **SAMA**
 - *The District's physical management program and verbal de-escalation tools.*
- **Scaffolding Classroom Management**
 - *Scaffolding Classroom Management identifies the basic skills required for a teacher to operate classroom management systems. Trainers provide explicit instruction and modeling for how to carry out the required skills. The basic skills support systems for incentives and interventions. Trainers outline the basics systems. Mentors and instructional coaches provide follow up observation and coaching on skill and system implementation.*
- **Self-Monitoring**
 - *Self-monitoring is an intervention strategy designed to involve struggling students in evaluating their behavior, setting goals for improvement, and monitoring their progress.*
- **Spectrum of Interventions**
 - *This toolkit will provide teachers with a list of intervention ideas to use with problematic students.*
- **Starbucks**
 - *Starbucks is a customer service model applicable to the school setting.*
- **START on Time**
 - *A systematic approach to establishing a tardy plan for the entire campus, monitored and supported by the entire staff of the campus.*
- **Student Behavioral Observations (SBO)**
 - *An observation and interview form that will assist staff with determining functions of student behavior in order to develop effective individual behavior support plans.*
- **Targeted Class-wide Motivation Systems**
 - *This toolkit contains several reinforcement systems which can be used in classroom settings.*
- **Team Meeting Structure**

APPENDIX B: MEMORANDUM OF UNDERSTANDING (READINESS)
AISD Positive Behavior Support (PBS) and Campus Support Agreement 2008-2009

Campus: _____ **Date:** _____

PBS District Team will:

1. Provide awareness training for entire staff, parents, and other stakeholders
2. Provide coaching support for the campus PBS team throughout the implementation period (3-5 years). This will include a minimum of 4 hours weekly on-campus support
3. Guide the campus team through the implementation process insuring complete fidelity to the model
4. Review implementation status and progress based on the Campus Assessment and Planning Template (CAPT) and the PBS Benchmark Tool. Provide quarterly status updates based on data collection and review
5. Provide district wide training sessions for all campus PBS teams
6. Provide and/or arrange staff development sessions for training based on campus needs
7. Provide support to teachers through the use of toolkit resources and classroom management strategies

Campus Administrators will:

1. Provide leadership for PBS implementation and support campus team training efforts
2. Form a team of 8-12 people representative of entire staff on campus (must include an administrator who attends all meetings and trainings). Participation in campus team efforts should be voluntary
3. Make PBS a priority for campus and staff development throughout the year
4. Lead the effort to secure staff buy-in for PBS
5. Ensure that all staff members actively participate in campus PBS efforts
6. Provide time at least once a month for the PBS team to present progress updates to the entire staff and receive feedback
7. Provide release time and substitute pay for campus team members to attend district wide trainings
8. Ensure all office discipline referrals are entered into SASI
9. Ensure that the PBS team summarizes and analyzes data on a regular basis (at least once a month) in order to make informed decisions
10. Establish improving behavior support systems as one of the goals in the CIP

Campus PBS Team will:

1. Meet monthly to plan and review implementation needs and progress
2. Summarize and analyze discipline data at least once a month to make informed decisions and to monitor the effectiveness of interventions
3. Develop guidelines for success, behavioral expectations, intervention/incentive systems and lesson plans
4. Attend all district training sessions
5. Provide staff training/ development sessions based on campus needs
6. Provide entire staff with regular progress updates and secure feedback from campus staff
7. Create and maintain the campus PBS binder documenting the progress in implementation through the 3-5 year process. This notebook should be brought to all training sessions

Principal's Signature: _____

PBS Team Leader's Signature: _____

PBS Coordinator's Signature: _____

APPENDIX C: AISD SCHOOLS IMPLEMENTING PBS AND YEAR OF INITIAL IMPLEMENTATION

	2004–2005	2005–2006	2006–2007	2007–2008	2008-09
Elementary schools	1. Allison 2. Andrews 3. Linder 4. Odom 5. Pleasant Hill	1. Barrington 2. Becker 3. Brown 4. Graham 5. Hart 6. Houston 7. Jordan 8. Oak Hill 9. Pickle 10. Walnut Creek 11. Winn	1. Allan 2. Casey 3. Clayton 4. Gullet 5. Norman 6. Palm 7. Patton 8. Perez 9. Reilly 10. Woolridge	1. Blazier 2. Brooke 3. Brentwood 4. Cook 5. Govalle 6. Joslin 7. Langford 8. Ortega 9. Overton 10. Rodriguez 11. Sanchez 12. Travis 13. Zavala	1. Kocurek 2. Maplewood 3. Metz 4. Pease 5. Widen
Middle schools	1. Burnet 2. Fulmore 3. Martin 4. Mendez 5. Paredes 6. Webb	Porter*	1. Small	1. Ann Richards 2. Covington 3. Garcia	
High schools	1. Travis HS	1. Johnston**	1. Crockett 2. International** 3. Reagan	-	
Special campuses		1. Alternative Learning Center		1. Lucy Read	
Total	12 campuses	14 campuses	14 campuses	17 campuses	5 campuses

Note. Dobie, Kealing, and Pearce Middle Schools were pilot sites in Spring 2004.

* Effective in 2007–2008, Porter closed.

** Johnston (reconstituted as Eastside Memorial) and International suspended their PBS implementation as of 2008–2009.

APPENDIX D: SCHOOL-WIDE IMPLEMENTATION ASSESSMENT

School-Wide Implementation Assessment Scoring Guide*

School: _____ Date: _____ Data Collectors: _____

Total Number of Staff Interviewed (denominator for B2, B5, C4, C5, D2, D4, & F2): _____

Total Number of Team Members Interviewed (denominator for B3, E4, & F4): _____

Total Number of Students Interviewed (denominator for B4 & C2, C3): _____

Total Number of School Rules (Administrator interview Q9/documentation; used for B4 & B5): _____

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Calculation/ Notes	Score: 0-4
A. Expectations Defined	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? Please note "in between" responses. (0=no, 2=too many/negatively focused, 4=yes)	(P) Discipline handbook, Instructional materials Other _____		
	2. Are the agreed upon rules & expectations publicly posted in observed locations? See interview & observation form for selection of locations. (Average of classroom and other: 0=0-20 %; 1=21-40 %; 2=41-60 %; 3=61-80 %; 4=81-100 %)	(O) Wall posters, Observation form, (I) Staff Interviews	Classrooms: # posted = _____ # observed = _____ = _____ % Other Locations: # posted = _____ # observed = _____ = _____ %	
B. Behavioral Expectations Taught	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0=no; 2=documentation states that teaching will occur; 4=yes)	(P) Lesson plan books, Instructional materials Other _____		
	2. What percent of the staff asked state that teaching of behavioral expectations to students has occurred this year? Staff must have answered 0.1 in a manner that suggests they know (and therefore taught) the school rules. (0=0-20 %; 1=21-40 %; 2=41-60 %; 3=61-80 %; 4=81-100 %)	(I) Staff Interviews Q1 & Q2	# who answered "yes" = _____ # staff interviewed = _____ = _____ %	

* Adapted from the School-wide Evaluation Tool version 2.0, November 2001

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Educational and Community Supports, University of Oregon

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Calculation/ Notes	Score: 0-4
B. Behavioral Expectations Taught (cont.)	3. What percent of team members asked state that the school-wide program has been taught/reviewed with staff on an annual basis? [Must include behavioral expectations] 0=0-20%; 1=21-40%; 2=41-60%; 3=61-80%; 4=81-100%	(I) Team Member Interviews Q4	# who answered "yes" = _____ # team members interviewed = _____ = _____ %	
	4. What percent students asked state 100% of the behavioral expectations? [See above for the # of school rules] 0=0-20%; 1=21-40%; 2=41-60%; 3=61-80%; 4=81-100%	(I) Student Interviews Q1	# of students who know: _____ no rules _____ some rules _____ all of the rules	
	5. What percent of the staff asked list 100% of the behavioral expectations? [See above for the # of school rules] 0=0-20%; 1=21-40%; 2=41-60%; 3=61-80%; 4=81-100%	(I) Staff Interviews Q1	# of staff who know: _____ no rules _____ some rules _____ all of the rules	
	1. Is there a documented system for rewarding student behavior? 0=no; 2=states to acknowledge, but not how; 4=yes	(P) Instructional materials, Lesson Plans, Interviews Other _____		
	2. What percent of students asked indicate they have received a verbal reward for expected behaviors over the past week? 0=0-20%; 1=21-40%; 2=41-60%; 3=61-80%; 4=81-100%	(I) Student Interviews Q3	# students rewarded = _____ # students interviewed = _____ = _____ %	
C. On-going System for Rewarding Behavioral Expectations	3. What percent of students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past week? 0=0-20%; 1=21-40%; 2=41-60%; 3=61-80%; 4=81-100%	(I) Student Interviews Q4	# students rewarded = _____ # students interviewed = _____ = _____ %	
	4. What percent of staff asked indicate they have delivered a verbal reward to students for expected behavior over the past week? 0=0-20%; 1=21-40%; 2=41-60%; 3=61-80%; 4=81-100%	(I) Staff Interviews Q4	# staff who rewarded = _____ # staff interviewed = _____ = _____ %	
	5. What percent of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past week? 0=0-20%; 1=21-40%; 2=41-60%; 3=61-80%; 4=81-100%	(I) Staff Interviews Q5	# staff who rewarded = _____ # staff interviewed = _____ = _____ %	
D. System for Responding to Behavioral Violations	1. Is there a documented system for dealing with and reporting specific behavioral violations? 0= no; 2=states to document, but not how; 4=yes	(P) Discipline handbook, Discipline referral form, Instructional materials Other _____		

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Calculation/ Notes	Score: 0-4
D. System for Responding to Behavioral Violations (cont.)	2. What percent of staff asked agree with administration on what problems are office-managed and what problems are classroom-managed? 0=0-20%; 1=21-40%; 2=41-60%; 3=61-80%; 4=81-100%	(I) Staff Interviews Q6; Administrator Interview Q4	# staff who agree = _____ # staff interviewed = _____ = _____ %	
	3. Is the documented crisis plan for responding to extreme dangerous situations posted in observed locations? 0=0-20%; 1=21-40%; 2=41-60%; 3=61-80%; 4=81-100%	(O) Wall posters, Observation form, (I) Staff Interviews	# classrooms w/ posting = _____ = _____ % # observed classrooms = _____ # other locations posted = _____ = _____ % # observed locations = _____	
	4. What percent of staff asked know the procedure for handling extreme emergencies (stranger in building with a weapon)? 0=0-20%; 1=21-40%; 2=41-60%; 3=61-80%; 4=81-100%	(I) Staff Interviews Q8; Administrator Interview Q5	# staff knowing procedure = _____ # staff interviewed = _____ = _____ %	
	1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision? 0=0-1 items, 1=2-3 items, 2=4-5 items, 3=6-7 items; 4=8-9 items	(P) Referral form	# _____ (circle each item present on the referral form)	
E. Monitoring & Decision-Making	2. Does the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)? 0=no; 2=referrals are collected but not summarized; 4=yes	(I) Administrator Interview Q2		
	3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year? 0=no; 2=1-2 times/yr.; 4=3 or more times/yr	(I) Administrator Interview Q3b	_____ times per year	
	4. What percent of team members asked report that discipline data is used for making decisions in designing, implementing, and revising school-wide effective behavior support efforts? 0=0-20%; 1=21-40%; 2=41-60%; 3=61-80%; 4=81-100%	(I) Team Member Interviews Q3	# team members using discipline data = _____ # team members interviewed = _____ = _____ %	
	1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals? 0=no; 2=4 th or lower priority; 4=1 st -3 rd priority	(P) School Improvement Plan, (I) Administrator Interview Other _____		
F. Management				

Feature	Evaluation Question	Data Source (circle sources used) P= product, I= interview; O= observation	Calculation/ Notes	Score: 0-4	
F. Management (cont.)	2. What percent of staff asked report that there is a school-wide team established to address behavior support systems in the school? 0=0-20%; 1=21-40%; 2=41-60%; 3=61-80%; 4=81-100%	(I) Staff Interviews Q9	# staff report team established = ____ # staff interviewed = ____ = ____ %		
	3. Does the administrator report that team membership includes representation of all staff? Does the team roster reflect this? (Scoring based on team roster; 0=no; 4=yes)	(I) Administrator Interview Q15 & Team roster	Administrator: ____ "Representative" ____ "Not Representative" Roster: ____ Representative ____ Not Representative		
	4. What percent of team members asked identify the team leader? 0=0-20%; 1=21-40%; 2=41-60%; 3=61-80%; 4=81-100%	(I) Team Member Interviews Q5	# team members who identify = ____ # team members interviewed = ____ = ____ %		
	5. Is the administrator an active member of the school-wide behavior support team? 0=none (does not attend any meetings), 1=attended one meeting, 2=attends some meetings, 3=attends most meetings, 4=has attended all meetings	(I) Administrator Interview Q18			
	6. Does the administrator report that team meetings occur at least monthly? 0=no team meetings - "never", 1=less frequently than monthly, 2=monthly, 3=every other week, 4=at least weekly	(I) Administrator Interview Q17; Team Member Q1			
	7. Does the administrator report that the team reports progress to the staff at least four times per year? 0=no; 2=less than 4 times per year; 4=yes	(I) Administrator Interview Q20	____ times per year		
	8. Does the team have an action plan (a PBS Team Plan/Goals) with specific goals that is less than one year old? 0=no; 4=yes	(P) Annual Plan, calendar Other _____			
	G. District-Level Support	1. Has the school allocated money from their budget for building and maintaining school-wide behavioral support? 0=no; 2=district support only, e.g., Title IV-E; 4=yes, included in local budget	(I) Administrator Interview Q23		
2. Can the administrator identify an out-of-school liaison in the district or state? 0=no; 4=yes		(I) Administrator Interview Q21			
Summary Scores:	A = /8	C = /20	D = /16	E = /16	F = /32
	G = /8	Total = /120			

APPENDIX E: AISD PBS LOGIC MODEL

PBS Logic Model at the School-wide Level			
Input (What we invest)	Activities (What we do)	Outputs (What we see)	Outcomes (What we expect)
<ul style="list-style-type: none"> • District invests time, money, and resources to implement the AISD PBS model • District leadership makes it a priority that all campuses are active participants • District uses the coach-trainer approach to disseminate information about PBS model and activities • Steps at each implementation level of the model are identified, defined, and established 	<ol style="list-style-type: none"> 1a. PBS efforts by district personnel 1b. PBS efforts by school personnel 2a. Develop campus capacity to utilize school-wide level resources 3a. Develop the school-wide level toolkit 3b. Disseminate information about school-wide level resources including curricula/programs 4a. Build systems to collect, analyze, and prioritize data at each campus 4b. Develop capacity of campus teams to collect, analyze, and review data for guiding implementation 5a. Develop a process for guiding implementation at each campus 5b. Conduct status updates for involved stakeholders 6a. Establish and sustain guidelines for success, behavioral expectations, and systems for addressing expected and unexpected behaviors 6b. Develop procedures for handling emergencies at each campus 	<ol style="list-style-type: none"> 1. Support is present at the school and district level 2. Campus personnel are trained on school-wide level resources 3. District coaches provide resources on specific programs and curricula for school-wide intervention 4. Data are utilized to implement, monitor, and share information about school-wide interventions 5. School-wide activities are systematically planned and managed 6. School wide behavior support systems are established at each campus 	<ul style="list-style-type: none"> • School staff and students know, understand and utilize PBS principles • District has the capacity to train, monitor, improve, and evaluate PBS activities at the school-wide level • Participating campuses have the capacity, resources and protocols to implement the PBS model at the school-wide levels • Staff define and provide appropriate consequences for problem behaviors • Staff define and provide appropriate reinforcers for positive behaviors • There is a change in reported student behavior (ODRs, suspensions, referrals) • Students achieve their academic potential • There is improved student attendance rate at participating schools • Faculty, staff, students, parents are satisfied that implementation is worth the time, effort and in their best interests



PBS Model at the Targeted Level			
Input (What we invest)	Activities (What we do)	Outputs (What we see)	Outcomes (What we expect)
<ul style="list-style-type: none"> • District invests time, money, and resources to implement the PBS model • District leadership makes it a priority that all campuses are active participants • District uses the coach-trainer approach to disseminate information about PBS model and activities • Steps at each implementation level of the model are identified, defined, and established 	<p>1a. Develop campus capacity to utilize targeted level resources</p> <p>1b. Develop staff capacity to identify students/teachers in need of targeted level of support</p> <p>2a. Develop the targeted level toolkit</p> <p>2b. Disseminate information about targeted level resources including curricula/programs in the toolkit</p> <p>3a. Develop data collection systems for monitoring targeted interventions in every required classroom</p> <p>3b. Develop staff capacity to support and monitor targeted interventions with students</p> <p>4a. Develop a process for guiding implementation at each campus</p> <p>5a. Develop classroom expectations from guidelines for success</p> <p>5b. Promote safe, civil and productive classrooms</p> <p>5c. Develop procedures for monitoring and providing feedback on classroom management</p> <p>5d. Develop procedures for supporting teachers in need of targeted classroom intervention</p> <p>6a. Identify or establish campus personnel who are qualified to address targeted intervention with students</p> <p>6b. Identify informal and formalized behavior supports and/or targeted programs that may be relevant for students who are in need</p> <p>6c. Develop systems and criteria for identifying students with persistent misbehaviors</p>	<p>1. Campus personnel are trained on PBS targeted level resources</p> <p>2. District coaches provide resources on specific programs and curricula for targeted intervention</p> <p>3. Data are utilized to implement, monitor, and share information about targeted interventions</p> <p>4. Targeted activities are systematically planned and managed</p> <p>5. Classroom support systems are established at each campus</p> <p>6. Systems to facilitate access to targeted interventions exist at each campus</p>	<ul style="list-style-type: none"> • Classrooms at participating campuses are systematic and better managed • Participating campuses have the capacity, resources and protocols to implement the PBS model at the targeted levels • Reductions in suspensions and discipline referrals for at-risk students and classrooms • There is a change in reported student behavior or teacher behavior for targeted classrooms • Targeted interventions are implemented



PBS Model at the Intensive Level			
Input (What we invest)	Activities (What we do)	Outputs (What we see)	Outcomes (What we expect)
<ul style="list-style-type: none"> District invests time, money, and resources to implement the PBS model District leadership makes it a priority that all campuses are active participants District uses the coach-trainer approach to disseminate information about PBS model and activities Steps at each implementation level of the model are identified, defined, and established 	<p>1a. Develop campus capacity to utilize intensive level resources</p> <p>1b. Develop staff capacity to identify students/teachers in need of intensive level of support</p> <p>2a. Develop the intensive level toolkit</p> <p>2b. Provide information sessions on curricula/programs included in the toolkit</p> <p>3a. Build systems to collect, analyze, and prioritize data at each campus</p> <p>4a. Gather information about, or monitor students in need of intensive level intervention</p> <p>4b. Support teachers who have students with intensive needs in their classroom</p> <p>5a. Facilitate staff knowledge/awareness about referrals to on-campus resources</p> <p>5b. Facilitate staff knowledge/awareness about referrals to external agencies</p>	<p>1. Campus personnel and/or external agencies are trained on intensive level resources</p> <p>2. District coaches provide resources on specific programs and curricula for intensive intervention</p> <p>3. Data are utilized to implement, monitor, and share information about intensive interventions</p> <p>4. Intensive level behavior support systems are established at each campus</p> <p>5. There are systems to facilitate access to campus resources and external agencies at each campus</p>	<ul style="list-style-type: none"> Data-driven protocols are used to address students and/or teachers in need of intensive intervention Campuses know the referral systems that exist on campus Campuses have the capacity, resources and protocols to implement the PBS model at the intensive levels Campuses utilize intensive level resources provided by PBS staff



APPENDIX F: AISD DISTRICT PBS PLANNING MATRIX

Year	Orient Campuses To	Train Campuses to Use	Use with Campuses	Revisit with Campuses
YEAR 1	TOOLS	<ul style="list-style-type: none"> • Common Area Observation Form • Classroom Observation (Short Form) 	<ul style="list-style-type: none"> • Campus Assessment and Planning Tool (CAPT) • Benchmark Tool • Common Area Observation Form • Classroom Observation (Short Form) 	<ul style="list-style-type: none"> • Campus Climate Survey Results • Discipline Referral Data
	PROCESSES	<ul style="list-style-type: none"> • 'Roles and Responsibilities' guidelines for administrator, internal coach, external coach PBS team • Data-based decision making 	<ul style="list-style-type: none"> • Guidelines for Success • Common Area Expectations • Lesson Plans • Reinforcement Systems • Data-based decision making 	<ul style="list-style-type: none"> • Readiness • PBS 101
	PRODUCTS RESOURCES	<ul style="list-style-type: none"> • PBS Toolkit 	<ul style="list-style-type: none"> • PBS Data Manual • Specific toolkit interventions • PBS Planning Calendar 	
YEAR 2	TOOLS	<ul style="list-style-type: none"> • Classroom Observation (Long Form) • Consultation Request Form • Decision Tree 	<ul style="list-style-type: none"> • Common Area Observation Form • Classroom Observation (Short Form) 	<ul style="list-style-type: none"> • Campus Climate Survey Results • Discipline Referral Data • CAPT • Benchmark Tool
	PROCESSES	<ul style="list-style-type: none"> • Strategies for scaffolding classroom management • Individual intervention plans for students 	<ul style="list-style-type: none"> • Classroom expectations from Guidelines for Success • Classroom reinforcement systems 	<ul style="list-style-type: none"> • Guidelines for Success • Common Area Expectations • Lesson Plans • Reinforcement Systems • Data-based decision making

Year	Orient Campuses To	Train Campuses to Use	Use with Campuses	Revisit with Campuses
	PRODUCTS RESOURCES	<ul style="list-style-type: none"> Distinctions between discretionary and mandatory behaviors Academic engagement in the classroom 	<ul style="list-style-type: none"> PBS Data Manual Specific toolkit interventions 	
YEAR 3	TOOLS	<ul style="list-style-type: none"> Classroom Observation (Long Form) Student Behavioral Observation Form Consultation Request Form Decision Tree 	<ul style="list-style-type: none"> Classroom Observation (Long Form) Student Behavioral Observation Form Consultation Request Form Decision Tree 	<ul style="list-style-type: none"> Campus Climate Survey Results Discipline Referral Data CAPT Benchmark Tool Common Area Observation Form Classroom Observation (Short Form)
	PROCESSES	Participate in Model/Demonstration Sites	<ul style="list-style-type: none"> Strategies for scaffolding classroom management Individual intervention plans for students 	<ul style="list-style-type: none"> Guidelines for Success Common Area Expectations Lesson Plans Reinforcement Systems Classroom expectations from Guidelines for Success Classroom reinforcement systems Data-based decision making
	PRODUCTS RESOURCES	<ul style="list-style-type: none"> <i>Culture of Poverty</i> <i>Positive Practice with Students</i> 	<ul style="list-style-type: none"> PBS Data Manual Specific toolkit interventions 	

Year	Orient Campuses To	Train Campuses to Use	Use with Campuses	Revisit with Campuses
YEAR 4	TOOLS		<ul style="list-style-type: none"> Classroom Observation (Long Form) Student Behavioral Observation Form Consultation Request Form Decision Tree 	<ul style="list-style-type: none"> Campus Climate Survey Results Discipline Referral Data CAPT Benchmark Tool Common Area Observation Form Classroom Observation (Short Form)
	PROCESSES	<ul style="list-style-type: none"> Model/Demonstration site guidelines 	<ul style="list-style-type: none"> Strategies for scaffolding classroom management Individual intervention plans for students 	<ul style="list-style-type: none"> Guidelines for Success Common Area Expectations Lesson Plans Reinforcement Systems Classroom expectations and reinforcement systems Data-based decision making
	PRODUCTS RESOURCES		<ul style="list-style-type: none"> PBS Data Manual Specific toolkit interventions 	Products & Resources as needed
YEAR 4	Campus staff are trained and use tools and PBS processes. Campus staffs are able to identify and access products and resources as needed. External coaches serve as consultants on an as-needed basis.			

Source: 2008-09 AISD PBS District Assessment and Planning Template (DAPT), Department of Program Evaluation

APPENDIX G: LIST OF AISD PBS PROGRAM TOOLS

Tool	Used to	Frequency
PBS Campus Readiness Checklist	Assess campus capacity to implement PBS	Start of year
PBS District Assessment and Planning Tool	Assess status of district level PBS activities	Start of year
PBS Campus Memorandum of Agreement	Secure administrator and staff buy-in for PBS	Start of PBS implementation
PBS Campus Training and Needs Evaluation Assessment	Assess what campus teams want to know from training	At district training in fall and spring
PBS Campus Assessment and Planning Tool	Document and plan campus level PBS activities	3x per year
PBS Campus Benchmark Tool	Assess status of campus level PBS activities	3x per year
Common Area Observation Form	Assess behavior support systems that are in place in common areas	Fall and spring
Classroom Observation Form (long and short form)	Assess behavior support systems that are in place in classroom settings	Fall and spring
Student Behavior Observation Form	Assess student behavior in particular classroom settings	As needed
Request for Consultation Form	Record requests for classroom observations by PBS coaches	As needed
Decision Tree for Student Referrals	Assess current status of support services on campus	Start of year, update as needed
District Office Discipline Referral Form	Record discipline incidents to the office	As needed
PBS Coaching Logs	Document PBS coaches' activities, time, effort on campus	Monthly
PBS Campus Team Meeting Agendas	Document PBS team's activities, time, effort on campus	Monthly
PBS Coordinator Interview	Assess PBS coordinator's perceptions regarding PBS activities	Annual
Administrator Interview	Assess administrators' perceptions regarding PBS activities	Annual

APPENDIX H: CAMPUS ASSESSMENT AND PLANNING TOOL**AISD PBS CAMPUS ASSESSMENT AND PLANNING TOOL - Action Planning Section**

Please review the Action Planning Section of the CAPT at every team meeting and update as needed.

 Campus: _____ External Coach: _____
 School Year: _____
1. Campus PBS Team Organization: Please update as and when the information changes.

PBS Role	Name	Contact Info	Served from	to	Campus Role (teacher, AP, grade level etc)
Team Leader					
Co-Leader					
Recorder					
Keeper of Stuff					
Time Keeper					
Data Person					
Trained Observer					
Encourager					
Jargon Buster					
Processor					
IMPACT Team Liaison					
PBS Calendar Keeper					
Member					
Member					

2. Meeting Schedule: Please update this at the end of every meeting.

Proposed Meeting Times: _____ Location of Meeting: _____

June-August			September-November			December-February			March-May		
Dates	Data reviewed	Minutes mailed	Dates	Data reviewed	Minutes mailed	Dates	Data reviewed	Minutes mailed	Dates	Data reviewed	Minutes mailed
1) _____	<input type="checkbox"/>	<input type="checkbox"/>	1) _____	<input type="checkbox"/>	<input type="checkbox"/>	1) _____	<input type="checkbox"/>	<input type="checkbox"/>	1) _____	<input type="checkbox"/>	<input type="checkbox"/>
2) _____	<input type="checkbox"/>	<input type="checkbox"/>	2) _____	<input type="checkbox"/>	<input type="checkbox"/>	2) _____	<input type="checkbox"/>	<input type="checkbox"/>	2) _____	<input type="checkbox"/>	<input type="checkbox"/>
3) _____	<input type="checkbox"/>	<input type="checkbox"/>	3) _____	<input type="checkbox"/>	<input type="checkbox"/>	3) _____	<input type="checkbox"/>	<input type="checkbox"/>	3) _____	<input type="checkbox"/>	<input type="checkbox"/>
4) _____	<input type="checkbox"/>	<input type="checkbox"/>	4) _____	<input type="checkbox"/>	<input type="checkbox"/>	4) _____	<input type="checkbox"/>	<input type="checkbox"/>	4) _____	<input type="checkbox"/>	<input type="checkbox"/>
5) _____	<input type="checkbox"/>	<input type="checkbox"/>	5) _____	<input type="checkbox"/>	<input type="checkbox"/>	5) _____	<input type="checkbox"/>	<input type="checkbox"/>	5) _____	<input type="checkbox"/>	<input type="checkbox"/>
6) _____	<input type="checkbox"/>	<input type="checkbox"/>	6) _____	<input type="checkbox"/>	<input type="checkbox"/>	6) _____	<input type="checkbox"/>	<input type="checkbox"/>	6) _____	<input type="checkbox"/>	<input type="checkbox"/>

3. Sources of Data used to set priorities: Mark all data sources that the team regularly identifies to plan PBS.

Referral Data:	Other Data:
<input type="checkbox"/> By Problem Behavior <input type="checkbox"/> By Location <input type="checkbox"/> By Time <input type="checkbox"/> By Student <input type="checkbox"/> By Referring Adult <input type="checkbox"/> By Grade Level <input type="checkbox"/> Trend Across years	<input type="checkbox"/> Attendance <input type="checkbox"/> School Climate Survey <input type="checkbox"/> AISD PBS Benchmark Tool (External Coaches) <input type="checkbox"/> Data from IMPACT (if applicable) <input type="checkbox"/> Observation <input type="checkbox"/> Other (AIMS etc.): _____

4. Capacity for Data Review

Did you receive training on SASI from the district?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Name of Person(s) Trained:
Date of Training:	Who Need Training on Campus	Proposed Training Date
		Training Completed <input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

5. Other Data Review Training That May Be Useful for PBS Purposes

Activities	Action Step	Who is Responsible	Date Completed

6. School Wide Expectation Matrix

Guidelines for Success		Guideline 1	Guideline 2	Guideline 3	Guideline 4	Guideline 5
Expectation	Expectation 1	Expectation 2	Expectation 3	Expectation 4	Expectation 5	
Cafeteria	Adults					
	Students					
Hallways	Adults					
	Students					
Restroom	Adults					
	Students					
Assembly	Adults					
	Students					

6. School Wide Expectation Matrix (Continued)

Guidelines for Success		Guideline 1	Guideline 2	Guideline 3	Guideline 4	Guideline 5
Expectation	Arrival	Expectation 1	Expectation 2	Expectation 3	Expectation 4	Expectation 5
	Adults					
	Students					
	Dismissal					
	Adults					
	Students					
Other	Adults					
	Students					

***Classroom expectations are tied to the campus Guidelines for Success. ***

7. Classroom Level Expectation Matrix

	Expectation 1	Expectation 2	Expectation 3	Expectation 4	Expectation 5
Classroom Wide					
Small Group					
Individual Work					

8. Activities Needed/Planned For Adapting School-Wide Expectations To Classrooms

Activities	Action Step	Who is Responsible	Date Completed

9. School Wide Reinforcement/ Intervention Matrix

	Non-Classroom Settings (Address common area if needed)	Classroom Settings
Reinforcement System (DEFINE)		
Spectrum of Intervention System (DEFINE)		

10. Plan for Communicating Reinforcements/ Interventions to Staff

Activities	Action Step	Who is Responsible	Date Completed

11. School wide Expectations Taught:

Expectations For	Date Plan Developed/ Reviewed	Date Taught	Date Retought
Cafeteria			
Hallways			
Restroom			
Assembly			
Playground/Other			
Arrival			
Dismissal			
Other			

12. Information Sharing

	June-August	September-November	December-February	March-May
With Parents				
With Staff				
With Administrator				
With External Coach				
Other Relevant Stakeholders (CAC, community agencies, AISD personnel, etc)				

13. Additional Activities Planned To Share Information

Activities	Action Step	Who is Responsible	Date Completed

[illegible]

Activities	Action Step	Who is Responsible	Date Completed

AISD PBS CAMPUS ASSESSMENT AND PLANNING TOOL- Activities Status SectionPlease complete the Activities Status Section of the CAPT every ☐ September ☐ January ☐ May

Team Capacity	Status	Action (What was/ will be done/ Who was/ will be trained)	Priority for the next three months (How important is it)
The team has broad representation (including a team member with behavioral expertise, administrator(s), regular and special education teachers)	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
PBS team roles are filled throughout the year	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
A team member is trained to conduct classroom observations	<input type="checkbox"/> More than one <input type="checkbox"/> One <input type="checkbox"/> None		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Classroom observations are conducted every fall and spring	<input type="checkbox"/> By ext. coach <input type="checkbox"/> By campus staff <input type="checkbox"/> Not conducted		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
A team member is trained to conduct common area observations	<input type="checkbox"/> More than one <input type="checkbox"/> One <input type="checkbox"/> None		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Common area observations are conducted every fall and spring	<input type="checkbox"/> By ext. coach <input type="checkbox"/> By campus staff <input type="checkbox"/> Not conducted		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
A team member is trained to conduct student behavioral observations	<input type="checkbox"/> More than one <input type="checkbox"/> One <input type="checkbox"/> None		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
There is training/ other resources to orient new staff members to PBS	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
The campus has received a copy of the PBS toolkit and is regularly updated	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
PBS toolkit is kept at a designated, advertised location on campus	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
There is a team member trained to pull SASI data	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
There is a campus staff contact for accessing other data sources	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Staff are trained in active supervision	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Campus staff use active supervision regularly	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Campus Capacity For Data Management	Status	Action (What was/ will be done/ Who was/ will be trained)	Priority for the next three months (How important is it)
Data for referral is collected using the standard district ODR form (DEEDS)	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Campus uses SASI for collecting/summarizing discipline referrals	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete

SASI is updated regularly	<input type="checkbox"/> At least Monthly <input type="checkbox"/> Sometimes <input type="checkbox"/> Monthly <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Data trends are shared regularly with the IMPACT Team	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Data trends are shared regularly with campus staff	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Referral Procedures	Status	Action (What was/ will be done/ Who was/ will be trained)	Priority for the next three months (How important is it)
There are procedures for making referrals to on campus services	<input type="checkbox"/> In Place <input type="checkbox"/> Partially in Place <input type="checkbox"/> Not in Place		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
There are procedures for making referrals to external agencies	<input type="checkbox"/> In Place <input type="checkbox"/> Partially in Place <input type="checkbox"/> Not in Place		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
There are procedures for making referrals to PBS coaches (consultation request form)	<input type="checkbox"/> In Place <input type="checkbox"/> Partially in Place <input type="checkbox"/> Not in Place		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Consultation requests are always used prior to conducting observations	<input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
There is a clear distinction between office versus classroom managed problem behaviors	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
School-wide Systems	Status	Action (What was/ will be done/ Who was/ will be trained)	Priority for the next three months (How important is it)
Campus has identified the guidelines for success	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Expectations for <u>cafeteria</u> are posted	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Expectations for <u>hallways</u> are posted	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Expectations for <u>restroom</u> are posted	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Expectations for <u>assembly</u> are posted	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Expectations for <u>arrival</u> are posted	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Expectations for <u>dismissal</u> are posted	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Expectations for _____ are posted	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete <input type="checkbox"/> N/A
Expectations for _____ are posted	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete

Reinforcement systems are used for expected adult behaviors	<input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Reinforcement systems are used for expected student behaviors	<input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Expectations are aligned to classroom settings	<input type="checkbox"/> Most <input type="checkbox"/> Some <input type="checkbox"/> None		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Reinforcements systems are aligned to classroom settings	<input type="checkbox"/> Most <input type="checkbox"/> Some <input type="checkbox"/> None		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Data Review Procedures	Status	Action (What was/ will be done/ Who was/ will be trained)	Priority for the next three months (How important is it)
Campus team reviews data at meetings	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Team addresses issues that may have caused data trends	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Team addresses what staff and team might do to change or maintain data trends	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
Campus PBS Binder	Status	Action (What was/ will be done/ Who was/ will be trained)	Priority for the next three months (How important is it)
The binder includes the discipline referral form	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
The binder includes the flowchart outlining referral to campus agencies	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
The binder includes the flowchart outlining referral to external agencies	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
The binder includes decision tree for office versus classroom managed problems	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
The binder includes the signed Staff Agreement/ Ballot	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete
The binder includes completed meeting agendas/minutes	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> Complete

AGENDA FOR PRIORITY ITEMS

Identify high priority items (not more than 2) from the status checklist you completed on the previous pages. You may not have priority items for every activity or may include activities that are in place but need to be improved. Describe proposed action steps for these high priority items including what needs to be done, who can do it and by when.

Quarter: ☐ June-August ☐ September-November ☐ December-February ☐ March-May

Team Capacity	Action Steps
Campus Capacity For Data Management	Action Steps
Referral Procedures For Services	Action Steps
School-wide Expectations	Action Steps
Data Review Procedures	Action Steps
Campus PBS Binder	Action Steps

APPENDIX I: AISD PBS BENCHMARK TOOL



AISD CAMPUS BENCHMARK TOOL

As you examine the areas of evaluation in the campus benchmark tool consider the following to determine how to score each area 1) **Who** is performing the task; 2) At **what level** is the task being performed; 3) How **often** is the task occurring; and 4) **What follow-up** to the task occurs.

To complete this instrument, circle the rating category that is most appropriate for the item. You can also fill out the final rating for each item in the 'score' column.

On occasion, you may utilize data other than that listed in the 'source' column to score particular items. Please list information about the data/evidence that you used in the 'notes' section of that item.

4= Advanced, 3= Intermediate, 2= Beginning, 1=Planning/Training, 0= No Action, N/A= Not Applicable

Campus Name: _____ External Coach: _____ Date of Completion: _____

Data Management Capacity					
Item	Rating	Criteria	Score	Source	Notes
1. Campus team review multiple data sources to determine need for universal intervention	4	Campus team access data <u>and</u> review multiple data sources <u>and</u> determine need for intervention	2	CAPT- Source of Data used to set priorities CAPT- Activity Status, DR 1-3 Team Meeting Minutes	
	3	Campus team and external coach review multiple data sources <u>and</u> determine need for intervention			
	2	Campus team and external coach review at least one data source to determine need for intervention			
	1	Campus team and external coach review one or more data source			
	0	Data is not consulted			
2. Campus team review multiple data sources to determine need for targeted/ intensive intervention	4	Campus team access data <u>and</u> review multiple data sources <u>and</u> determine need for intervention	1	CAPT- Source of Data used to set priorities Team Meeting Minutes	
	3	Campus team and external coach review multiple data sources <u>and</u> determine need for intervention			
	2	Campus team and external coach review at least one data source to determine need for intervention			
	1	Campus team and external coach review one or more data source			
	0	Data is not consulted			
3. Campus uses the Classroom Observation Form (Tier 1) as a screening tool to identify individual need	4	Classroom Form is always used as a screening tool <u>and</u> is administered by campus staff	3	Completed Classroom Forms (Leave blank if not applicable)	
	3	Classroom Form is always used as a screening tool <u>and</u> is administered by campus staff or external coach			
	2	Classroom Form is sometimes used as a screening tool <u>and</u> is administered by campus staff or external coach			
	1	Classroom Form is sometimes used as a screening tool <u>and</u> is administered by external coach			
	0	Classroom Form is not used as a screening tool			
4. CAPT is updated at every team meeting	4	CAPT is reviewed at every team meeting and updated as needed	4	Team meeting minutes	Team does this, but info missing in team meeting documents
	3	CAPT is reviewed at most team meeting and updated as needed			
	2	CAPT is reviewed at some team meetings and updated as needed			
	0	CAPT is never reviewed or updated at team meetings			
5. Behavioral observations are conducted prior to development of behavior support plans	4	Observations are always conducted prior to development of support plans	N/A	Completed Behavior Observation Forms (Leave blank if not applicable)	No behavior plans completed this quarter
	3	Observations are frequently conducted prior to development of support plans			
	2	Observations are occasionally conducted prior to development of support plans			
	0	Observations are never conducted prior to development of support plans			



AISD CAMPUS BENCHMARK TOOL

Team Capacity					
Item	Rating	Criteria	Score	Source	Notes
6. External coach trains campus staff to conduct <u>common area</u> observation	4	More than one staff member is trained <u>and</u> campus staff complete all observations	1	CAPT- Other Data Review Training CAPT- Activity Status, TC5	
	3	At least one staff member is trained <u>and</u> campus staff complete all observations			
	2	At least one staff member is trained <u>and</u> external coach completes all observations with/without campus staff			
	1	At least one staff member is identified for training <u>and</u> external coach completes all observations with/without campus staff			
	0	No staff member is identified for training <u>and</u> external coach completes all observations without campus staff			
7. External coach trains campus staff to conduct <u>classroom</u> observation (multiple form)	4	More than one staff member is trained <u>and</u> campus staff complete all observations	1	CAPT- Other Data Review Training CAPT- Activity Status, TC5	
	3	At least one staff member is trained <u>and</u> campus staff complete all observations			
	2	At least one staff member is trained <u>and</u> campus staff and external coach complete all observations			
	1	At least one staff member is identified for training <u>and</u> external coach completes all observations with/without campus staff			
	0	No staff member is identified for training <u>and</u> external coach completes all observations without campus staff			
8. External coach trains campus staff to conduct <u>behavioral</u> observation	4	More than one staff member is trained <u>and</u> campus staff complete all observations	1	CAPT- Other Data Review Training CAPT- Activity Status, TC7	
	3	At least one staff member is trained <u>and</u> campus staff complete all observations			
	2	At least one staff member is trained <u>and</u> campus staff complete all observations with external coach			
	1	At least one staff member is identified for training <u>and</u> external coach completes all observations with/without campus staff			
	0	No staff member is identified for training <u>and</u> external coach completes all observations without campus staff			
9. Campus makes available training/dissemination of toolkit resources	4	Campus team identifies <u>and</u> facilitates toolkit resources relevant for campus	3	CAPT- Toolkit Utilization	External coach and PBS team have developed 'wish list' and distributed responsibilities
	3	Campus team and external coach identifies <u>and</u> facilitates toolkit resources relevant for campus			
	2	External coach identifies <u>and</u> facilitates toolkit resources relevant for campus			
	1	Campus team receives the toolkit <u>and</u> no training is identified			
	0	Campus does not have the toolkit			
10. Campus team has clearly defined roles	4	All roles on the campus team are filled	3	CAPT- Campus PBS Team Organization CAPT- Activity Status, TC2	
	3	Most/ All roles on the campus team are filled			
	2	Some roles on the campus are filled <u>and</u> new members are trained to fulfill roles by external coach and/or campus team			
	0	Roles are not filled on the campus team			
11. Campus team has appropriate representation	4	Team represents all stakeholders	3	CAPT- Campus PBS Team Organization CAPT- Activity Status, TC1	
	3	Team represents most stakeholders <u>and</u> underrepresented populations are identified			
	2	Team represents some stakeholders <u>and</u> underrepresented populations are identified and recruited by external coach and/or campus team			
	0	Campus does not have a team			



AISD CAMPUS BENCHMARK TOOL

12. Team has administrative support	4	Principal attends all team meetings <u>and</u> plays an active role in the PBS process	2	CAPT- Campus PBS Team Organization Team Meeting Minutes	Does not attend team meetings but has scheduled monthly meetings with ext. coach for updates
	3	Principal attends most team meetings <u>and</u> plays an active role in the PBS process			
	2	Principal attends some team meetings <u>or</u> plays an active role in the PBS process			
	0	Principal does not attend team meetings <u>and</u> does not play an active role in the PBS process			
Referral Procedures					
Item	Rating	Criteria	Score	Source	Notes
13. Consultation Request Forms are completed prior to conducting classroom observations	4	Consultation requests are always completed prior to conducting observations	4	CAPT- Activity Status, RP4	
	2	Consultation requests are sometimes completed prior to conducting observations			
	0	Consultation requests are never completed prior to conducting observations			
14. Campus uses standardized district referral form (DEEDS)	4	Standardized forms are always used for referrals	4	CAPT- Activity Status, CCDM1	
	2	Standardized forms are sometimes used for referrals			
	0	Standardized forms are never used for referrals			
15. Discipline referral data indicates clear distinction between office managed and classroom managed behaviors	4	There is adequate documentation to indicate a clear distinction between office managed and classroom managed behaviors	0	CAPT- Activity Status, RP5	
	2	There is documentation to indicate somewhat of a distinction between office managed and classroom managed behaviors			
	0	There is no documentation			
Information Sharing					
Item	Rating	Criteria	Score	Source	Notes
16. Data from classroom/student observations are shared with relevant campus personnel (e.g. IMPACT) this quarter	4	Data has always been shared with relevant campus personnel	2	CAPT- Activity Status, CCDM 4,5 CAPT- Information sharing	
	2	Data has sometimes been shared with relevant campus personnel			
	0	Data has never been shared with relevant campus personnel			
17. Campus team has materials to orient new staff members to PBS process and protocols	4	Campus team has materials to update new staff members on PBS process and protocols	4	CAPT- Activity Status, TC8 Staff Handbook	
	0	Campus team has no materials to update staff members on PBS process and protocols			
18. All students are informed about PBS (e.g. bulletin boards, lesson plans, etc.) this quarter	4	All students are informed about PBS through multiple sources	4	CAPT- Information sharing, Additional activities to share info, schoolwide expectations taught	
	2	All students are informed about PBS through at least source			
	0	All students are not informed about PBS through any form of implementation			



AISD CAMPUS BENCHMARK TOOL

19. Parents, community members are informed about PBS (e.g. PTA, CAC, newsletters, etc.) this quarter	4	Parents, community members are informed about PBS through multiple sources	4	CAPT- Information sharing	
	2	Parents, community members are informed about PBS through at least one source			
	0	Parents, community members are not informed about PBS through any sources			
Resource Identification					
Item	Rating	Criteria	Score	Source	Notes
20. CAPT lists interventions (conducted by PBS and others) that are on campus	4	CAPT is completed, updated <u>and</u> maintained by campus staff	2	CAPT- Toolkit Utilization, Other Curricula/ Interventions not part of the toolkit	Need to add expect respect info to CAPT
	3	CAPT lists most/all of the interventions that are on campus			
	2	CAPT lists some of the interventions that are on campus			
	0	CAPT lists none of the interventions that are on campus			
21. Campus binder is regularly updated	4	All items in the binder are updated by campus team	0	Campus binder	Need to distribute binder tabs to campuses
	3	Most/All items in the binder are updated by campus team and external coach			
	2	Some items in the binder are updated			
	1	Campus has received the binder from the external coach			
	0	Campus does not have a binder			
Scheduling					
Item	Rating	Criteria	Score	Source	Notes
22. Campus team review reports/data at team meeting	4	Campus team review reports/data at every team meeting	3	CAPT- Meeting Times Team meeting minutes	
	3	Campus team review reports/data at most team meetings			
	2	Campus team review reports/data at some team meetings			
	0	Campus team does not review reports/data at any team meeting			
23. Campus staff receive minutes/updates of team meetings	4	Campus staff receive minutes/updates of every team meeting	4	CAPT- Meeting Times Team meeting minutes	
	3	Campus staff receive minutes/updates of most team meetings			
	2	Campus staff receive minutes/updates of some team meetings			
	0	Campus staff does not receive minutes/updates of any team meeting			
24. External coach receive minutes/updates of team meetings	4	External coach receive minutes/updates of every team meeting	4	CAPT- Meeting Times Team meeting minutes	Internal coach emails copy
	3	External coach receive minutes/updates of most team meetings			
	2	External coach receive minutes/updates of some team meetings			
	0	External coach does not receive minutes/updates of any team meeting			
School wide Systems					
Item	Rating	Criteria	Score	Source	Notes
25. Campus has established and posted their guidelines for success	4	All established guidelines are posted	2	CAPT- Activity Status, SS1 CAPT- schoolwide expectation matrix Common Area Observation Form	Based on SS1. Will confirm rating after reviewing common area observation data
	2	Some of all established guidelines are posted			
	0	None of the established guidelines are posted			



AISD CAMPUS BENCHMARK TOOL

26. Campus has established and posted student and adult expectations in each identified common area	4	All expectations are established <u>and</u> all are posted	2	CAPT- Activity Status, SS2-7 Common Area Observation Form	Playground established but not necessary to be posted
	3	All expectations are established <u>and</u> some are posted			
	2	Some expectations are established <u>and</u> some are posted			
	1	Some expectations are established <u>and</u> none are posted			
	0	No expectations are established or posted			
27. Campus team develops lesson plans and schedule for teaching school wide expectations, guidelines for success	4	All lesson plans are developed, scheduled <u>and</u> taught	1	CAPT- Schoolwide Expectations Taught	
	3	All lesson plans are developed and scheduled <u>and</u> some have been taught			
	2	Some lesson plans have been developed, <u>and</u> some have been scheduled or taught			
	1	Some lesson plans have been developed			
	0	No lesson plans have been developed			
28. Campus establishes a reinforcement system for expected student behaviors	4	Campus team has recommended a reinforcement system that is implemented consistently by campus staff	4	CAPT- Schoolwide Reinforcement/ Intervention Matrix CAPT- Activity Status, SS 10 Common Area Observation Form	Based on SS10, but will confirm rating after reviewing common area observation
	3	Campus team has recommended a reinforcement system that is implemented somewhat consistently by campus staff			
	2	Campus team has recommended a reinforcement system that is approved by campus staff			
	1	Campus team has identified a reinforcement system			
	0	Campus team has not identified a reinforcement system			
29. Campus establishes a reinforcement system for expected adult behaviors	4	Campus team has recommended a reinforcement system that is implemented consistently by campus staff	3	CAPT- Schoolwide Reinforcement/ Intervention Matrix CAPT- Activity Status, SS9 Common Area Observation Form	
	3	Campus team has recommended a reinforcement system that is implemented somewhat consistently by campus staff			
	2	Campus team has recommended a reinforcement system that is approved by campus staff			
	1	Campus team has identified a reinforcement system			
	0	Campus team has not identified a reinforcement system			
30. Campus establishes a spectrum of interventions for problem behaviors	4	Campus team has recommended a spectrum of interventions that is implemented consistently by campus staff	1	CAPT- Schoolwide Reinforcement/ Intervention Matrix	Campus team will follow up at faculty meeting
	3	Campus team has recommended a spectrum of interventions that is implemented somewhat consistently by campus staff			
	2	Campus team has recommended a spectrum of interventions that is approved by campus staff			
	1	Campus team has recommended a spectrum of interventions			
	0	Campus team has not recommended a spectrum of interventions			
31. Staff handbook contain PBS relevant information	4	Staff handbook contains PBS relevant information	4	Staff Handbook	
	0	Staff handbook does not contain PBS relevant information			
32. Student handbook contain PBS relevant information	4	Student handbook contains PBS relevant information	4	Student Handbook	
	0	Student handbook does not contain PBS relevant information			
33. PBS team assists in translating guidelines for success to classroom settings	4	There is a completed classroom expectation matrix	2	CAPT- Classroom Level Expectation Matrix	
	2	There is a partially completed classroom expectation matrix			
	1	There is training scheduled for campus staff			
	0	Guidelines for success are not translated for classroom settings			



AISD CAMPUS BENCHMARK TOOL

34. PBS team assists in translating universal reinforcement/ intervention system to classroom settings	4	There is a completed matrix for universal reinforcement/intervention systems for classroom settings	2	CAPT- Schoolwide Reinforcement/ Intervention Matrix	
	2	There is a partially completed matrix for universal reinforcement/intervention systems for classroom settings			
	1	There is training scheduled for campus staff			
	0	Universal reinforcement/intervention systems are not translated for classroom settings			
35. Campus Improvement Plan lists safety and improving behavior support in their top 3 goals	4	Yes	4	CIP	Need to put relevant pages in the binder
	0	No			

4= Advanced, 3= Intermediate, 2= Beginning, 1=Planning/Training, 0= No Action

Additional Questions

How many times did PBS campus team meet in this quarter? Average Meeting Duration: _____

How often is SASI/DEEDS updated? _____

How many consultation requests were completed this quarter? _____

How many classroom observations were completed this quarter? _____

How many student observations were completed this quarter? _____

'Source' Legend		
	CAPT Scale	Example
TC	Team Capacity	TC1 - First Item on Team Capacity Scale
CCDM	Campus Capacity for Data Management	CCDM1 - First Item on Campus Capacity for Data Management
RP	Referral Procedures	RP1 - First Item on Referral Procedures
SS	School wide Systems	SS1 - First Item on School Wide Systems
DR	Data Review Procedures	DR1 - First Item on Data Review Procedures

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